2005 HSC Notes from the Marking Centre Business Services

Contents

2005 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 2005 Higher School Certificate examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the responses for all questions in Sections II and III.

This document should be read along with the relevant syllabus, the 2005 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 2005, 1520 candidates sat for the Business Services examination.

The short response questions were well answered and the majority of 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 longer response questions.

Section I – Multiple Choice

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

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

Section II

Question 16

a) Better responses identified a strategy that could be used to assist a team to work effectively as a group, using industry-specific terminology as outlined in the syllabus. Examples included delegating and applying time management strategies.

Poorer responses identified a strategy that could be used to assist a team to work effectively as a group but used very general terminology.

b) Better responses identified and sketched in general terms qualities such as values, beliefs and goals that characterise successful working teams.

Poorer responses failed to distinguish between strategies to assist the effectiveness of teams and characteristics of successful working teams and consequently gave the same answer for parts (a) and (b).

Question 17

a) Better responses identified the purpose of manuals when dealing with equipment faults. They associated the concepts of time minimisation, safety, accidental damage and the ability of workers to get a successful repair via a step-by-step procedure when using a manual.

Poorer responses gave general answers that did not relate to manuals and equipment faults.

b) Better responses completed the memorandum format correctly using the information from the stimulus.

Poorer responses used incorrect headings or the incorrect order or did not complete the memorandum.

c) Better responses outlined the correct procedure to edit a draft copy of a memorandum. Correct word-processing terminology was used and a logical step-by-step description of the actions needed to edit the document.

Poorer responses did not follow a logical process to edit the memorandum and showed little knowledge of specific features of a word-processing program. Many candidates were unable to distinguish between margins and borders.

d) Better responses discussed energy and resource conservation as it applied to business services. They also described how conservation could be achieved.

Poorer responses only identified an energy or resource conservation technique.

Question 18

a) Better responses described questioning techniques that could be used to collect information from clients effectively and gave examples of each technique.

Poorer responses identified questioning techniques or discussed only one questioning technique. They described the process of surveying clients rather than questioning techniques.

b) Better responses outlined formatting features that could be used to create a spreadsheet to display information. They used appropriate formatting features and related them to formatting features on the spreadsheet and also used correct terminology in their answers.

Poorer responses were unable to identify formatting features, choosing to describe the layout of the spreadsheet instead. They were unable to distinguish between formatting features and the layout of a spreadsheet.

c) Better responses explained types of charts that could be used to present information and included a description of enhancement features. They were able to provide detailed reasons for using particular charts to present information, linking this to the type of enhancement features they would use.

Poorer responses identified types of charts and/or enhancement features but provided no reasons. They did not include an explanation for their choice of chart to present particular information.

Question 19

a) Better responses identified a number of column headings that could be used for an incoming mail register.

Poorer responses were unable to correctly identify headings needed in an incoming mail register.

b) Better responses gave the benefits or consequences of recording incoming mail items. They were able to explain the relationship between a mail register and its importance to the workplace.

Poorer responses gave no explanation for keeping an incoming mail register and a number re-stated the question.

c) Better responses clearly explained the requirements of dealing with damaged mail and the reasons and benefits for taking these actions.

Poorer responses only mentioned an action without relating the benefit of the action.

Section III

Question 20

Better responses analysed business practices relating to the drafting, editing and storing of written communication. They were written in an organised and cohesive manner.

Better responses provided a detailed explanation of the relationship between business practices and the effectiveness of communication flow within a business environment. They were able to explain the link between the image and success of a business by applying effective business practices.

Better responses were able to explain a variety of business practices, for example, correspondence drafted according to businesses guidelines using appropriate style: clear, concise, correct, courteous and complete. They also incorporated correct industry terminology and appropriate workplace examples throughout their response.

Poorer responses made general statements about written communication. They were brief in their response and had limited terminology. There was a lack of understanding of the directive term used in the question. Poorer responses had a limited understanding of the three key business practices of drafting, editing and storing. They made little or no linkage to the workplace.

Poorer responses were unable to demonstrate the relationship between business practices and the effectiveness of communication flow within a business services environment.

Question 21

The majority of candidates attempted this question.

Better responses explained the strategies of prioritising, delegating, problem-solving and decision-making and their relationship to meeting deadlines. They were also able to use a range of relevant workplace examples to illustrate the link between the strategies and time management.

Better responses explained in detail the processes involved in each of the strategies. For example, under 'prioritising', they discussed organising routines on a daily, weekly, or monthly basis including the use of diaries and 'to do' lists. The use of examples throughout the response contributed to the overall understanding of the importance of these strategies in meeting deadlines.

Poorer responses did not address or understand all four strategies. They had difficulty explaining the relationship between these strategies and meeting deadlines and showed little understanding of the terms 'problem-solving' and 'delegating'. Poorer responses were descriptive and limited in their use of workplace examples, often using irrelevant examples.

Question 22

Better responses explained how business resources and equipment usage to minimise risk are monitored in a workplace. These responses were cohesive and included precise business terminology. Better responses referred to all parts of the question in the answer. They understood the directive term and were able to relate cause and effect. Better responses used a variety of specific and sophisticated workplace examples.

Better responses identified a number of different strategies businesses use to monitor business resources and equipment usage such as safety audits, training and asset registers. They provided detailed explanations of how these strategies are used to maximise OHS and minimise legal and financial risk, including the risk of data loss.

Poorer responses showed little understanding of the directive term and only mentioned strategies used to minimise risk, with limited understanding of the term 'monitoring'. They used workplace examples that were inappropriate to the business services environment and provided limited industry terminology.

Business Services

2005 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
Section I		
1	1	BSBCMN206A
2	1	BSBCMN205A
3	1	BSBCMN209A
4	1	BSBCMN213A
5	1	BSBCMN203A
6	1	BSBCMN204A
7	1	BSBCMN206A
8	1	BSBCMN212A
9	1	BSBCMN201A
10	1	BSBCMN307A
11	1	BSBCMN305A
12	1	BSBCMN211A/201A
13	1	BSBCMN207A
14	1	BSBCMN214A
15	1	BSBCMN207A
Section II		
16 (a)	1	BSBCMN204A
16 (b)	3	BSBCMN204A
17 (a)	1	BSBCMN205A
17 (b)	2	BSBCMN213A
17 (c)	3	BSBCMN213A
17 (d)	4	BSBCMN213A
18 (a)	2	BSBCMN209A

Question	Marks	Unit of competency / Element of competency
18 (b)	3	BSBCMN214A
18 (c)	6	BSBCMN214A
19 (a)	2	BSBCMN212A
19 (b)	2	BSBCMN212A
19 (c)	5	BSBCMN212A
Section III		
20	15	BSBCMN203A and BSBCMN206A
21	15	BSBCMN202A and BSBCMN204A
22	15	BSBCMN211A and BSBCMN307A

2005 HSC Business Services Marking Guidelines

Section II

Question 16 (a)

Competencies assessed: BSBCMN204A

MARKING GUIDELINES

Criteria	Marks
• Identifies an appropriate strategy	1

Question 16 (b)

Competencies assessed: BSBCMN204A

MARKING GUIDELINES

Criteria	Marks
• Outlines characteristics relevant to a successful working team	3
• Outlines a characteristic relevant to a successful working team	2
• Lists characteristics relevant to a successful working team	1

Question 17 (a)

Competencies assessed: BSBCMN205A

MARKING GUIDELINES

Criteria	Marks
• Identifies the purpose of a manual when dealing with equipment faults	1

Question 17 (b)

Competencies assessed: BSBCMN213A

MARKING GUIDELINES

Criteria	Marks
• Correctly addresses the memo	2
• Correctly addresses some parts of the memo	1

Question 17 (c)

Competencies assessed: BSBCMN213A

MARKING GUIDELINES

Criteria	Marks
• Outlines appropriate word processing functions to make all three corrections	3
• Outlines appropriate word processing functions to make two corrections	2
• Outlines an appropriate word processing function to make one correction	1

Question 17 (d)

Competencies assessed: BSBCMN213A

MARKING GUIDELINES

Criteria	Marks
• States energy and resource techniques and draws conclusions how they will conserve energy and resource use for the business	3–4
• States energy or resource techniques and draws conclusions how they will conserve energy and resource use for the business	2
• Identifies a technique and/or draws a conclusion how it will conserve energy or resource use for the business	1

Question 18 (a)

Competencies assessed: BSBCMN209A

MARKING GUIDELINES

Criteria	Marks
• Describes questioning techniques you would use effectively to collect information from your clients	3
• Describes a questioning technique you would use effectively to collect information from your clients	2
• State a technique or provides example of question	1

Question 18 (b)

Competencies assessed: BSBCMN214A

MARKING GUIDELINES

Criteria	Marks
• Outlines appropriate formatting features you could use when creating a spreadsheet	2–3
• Outline a formatting feature or outlines a layout feature that could be used when creating a spreadsheet	1

Question 18 (c)

Competencies assessed: BSBCMN214A

MARKING GUIDELINES

Criteria	Marks
• Identifies types of charts and provides detailed reasons for using these charts to present client findings • Describes features used to enhance the chart's appearance	5–6
• Identifies types of charts and provides reasons why you would use these charts • Describes features used to enhance the chart's appearance	3–4
• Identifies a chart type and provides a reason and a feature of this chart OR • Identifies types of chart OR • Identifies features to enhance the chart's appearance	1–2

Question 19 (a)

Competencies assessed: BSBCMN212A

MARKING GUIDELINES

Criteria	Marks
• Identifies column headings you would use in an incoming mail register	2
• Identifies a column heading you would use in an incoming mail register	1

Question 19 (b)

Competencies assessed: BSBCMN212A

MARKING GUIDELINES

Criteria	Marks
• Describes the relationship between the incoming mail register and its importance to the workplace	2–3
• Outlines the use of an incoming mail register in the workplace	1

Question 19 (c)

Competencies assessed: BSBCMN212A

MARKING GUIDELINES

Criteria	Marks
• Identifies actions you would take and provides reasons for each action	3–4
• Identifies an action you would take and provides a reason for this action	2
• Identify actions	1

Section III

Question 20

Competencies assessed: BSBCMN203A, BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of business practices relating to the drafting, editing and storing of written communication • Provides a detailed explanation of the relationship between business practices and the effectiveness of communication flow within a business services environment • Uses a range of precise industry terminology throughout the response including appropriate workplace examples • Presents a response in an organised, well reasoned and cohesive manner	13–15
• Identifies business practices relating to the drafting, editing and storing of written communication • Explains the relationship between business practices and the effectiveness of communication flow within a business services environment • Uses industry terminology throughout the response including appropriate workplace examples • Presents an organised and well reasoned response	10–12
• Identifies business practices relating to any two of drafting, editing and storing of written communication within a business services environment • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised manner	7–9
• Identifies some business practices relating to written communication within a business services environment • 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 written communication • Limited use of industry terminology	1–3

Question 21

Competencies assessed: BSBCMN202A, BSBCMN204A

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of strategies relating to prioritising, delegating, problem solving and decision making • Provides a detailed explanation of the relationship between these strategies and the effectiveness of time management • 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 strategies relating to prioritising, delegating, problem solving and decision making • Explain the relationship between these strategies and the effectiveness of time management • Uses industry terminology throughout the response including appropriate workplace examples • Presents an organised and well reasoned response	10–12
• Identifies strategies relating to a combination of prioritising, delegating, problem solving or decision making and meeting deadlines • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised manner	7–9
• Identifies some strategies relating and/or meeting deadlines • 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 strategies or meeting deadlines • Limited use of industry terminology	1–3

Question 22

Competencies assessed: BSBCMN211A, BSBCMN307A

MARKING GUIDELINES

Criteria	Marks
• Identifies a range of strategies businesses use to monitor business resources and equipment usage • Provides a detailed explanation on how these strategies reduce risk in the workplace • Uses a range of precise industry terminology throughout the response including appropriate workplace examples • Presents a response in an organised, well reasoned and cohesive manner	13–15
• Identifies strategies businesses use to monitor business resources and equipment usage • Explains how these strategies reduce risk in the workplace • Uses industry terminology throughout the response including appropriate workplace examples • Presents an organised and well reasoned response	10–12
• Identifies strategies businesses use to monitor business resources and equipment usage and outline how these strategies reduce risk in the workplace • Uses some industry terminology in the response and makes some reference to workplace examples • Presents information in an organised manner	7–9
• Identifies strategies businesses use to monitor business resources and equipment usage OR • Identifies strategies used to reduce risk in the workplace • 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 business resources and equipment usage or risk reduction • Limited use of industry terminology	1–3