

2012 HSC Notes from the Marking Centre – Business Services

Contents

Contents	1
Introduction	1
Section II.....	1
Section III	3
Section IV	3

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 2012 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 2012 Higher School Certificate examination, the marking guidelines and other support documents developed by the Board of Studies to assist in the teaching and learning of Business Services. Teachers and candidates are reminded that if candidates are undertaking the 240-hour VET Industry Curriculum Framework in Business Services and they want to undertake the HSC examination in Business Services, they need to be entered separately for the examination through Schools Online (Administration) by the due date published in the *Higher School Certificate Events Timetable*.

General comments

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course.

Candidates need to be aware that the marks allocated to the question and the answer space (where this is provided on the examination paper) are guides to the length of the required response. A longer response will not in itself lead to higher marks. Writing far beyond the indicated space may reduce the time available for answering other questions.

Candidates need to be familiar with the Board's [Glossary of Key Words](#), which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked or verbs that are not included in the glossary may be used, such as 'design', 'translate' or 'list'.

Section II

Question 16

- (a) In better responses, candidates identified the majority of information required by emergency services.

In most responses, candidates identified some of the information emergency services would require when reporting an emergency.

In weaker responses, candidates made limited reference to emergency services.

- (b) In better responses, candidates referred to the dual role of WorkCover (NSW) in regard to the investigation and prosecution of the employers as well as assessing claims for workers compensation for employees. In most responses, candidates outlined the role of WorkCover (NSW) in providing compensation to injured employees. They also used some relevant terminology. In these responses, candidates also provided a detailed outline and used relevant terminology consistently throughout the response.

In weaker responses, candidates made general remarks about the role of WorkCover (NSW) or about an emergency incident without using relevant terminology.

Question 17

- (a) In the majority of responses, candidates demonstrated an understanding of the benefits of customer-focused service. They stated a relevant benefit using appropriate terminology.

In weaker responses, candidates defined customer-focused service, or did not provide a benefit.

- (b) In most responses, candidates understood the link between customer complaints and business improvement. In better responses, candidates clearly outlined the link between customer complaints and the strategies business could employ to improve their business or business performance.

In weaker responses, candidates made a general comment about customer complaints or business improvement.

- (c) In better responses, candidates recognised and stated a range of personal qualities, and demonstrated the relationship between those personal qualities and being responsive to the needs of clients.

In weaker responses, candidates listed some personal qualities or made general statements about meeting client needs. In some weaker responses, candidates referred to skills or areas that were not relevant to 'personal qualities'.

Question 18

- (a) In better responses, candidates correctly sorted names into alphabetical order by applying the concept of 'nothing comes before something' to names that include an apostrophe and middle initial.

In weaker responses, candidates were confused by the presence of 'the' in front of the business name. Very few candidates correctly sequenced the names because they failed to treat the name that included the apostrophe as one unit.

- (b) In better responses, candidates recognised the different characteristics of centralised electronic and paper-based filing systems, and gave an appropriate advantage and disadvantage.

In weaker responses, candidates did not specify whether the advantage and disadvantage provided was for electronic or paper-based filing systems. In some responses, candidates provided a definition of centralised filing rather than an advantage and/or disadvantage.

- (c) In better responses, candidates explained with reference to the stimulus material, how a business can organise its information and filing systems. In these responses,

candidates related cause and effect for the business as a result of using particular organisation methods.

In most responses, candidates explained either how the business could organise its information or its filing systems, but did not consider both areas.

In weaker responses, candidates provided general rather than specific information about filing systems or organisation of information without referring to the needs of the business.

Section III

Question 19

- (a) In better responses, candidates identified the types or categories of resources used in a business environment, such as raw materials, software and human resources.

In weaker responses, candidates provided examples of business resources (paper, computers) rather than types of resources.

- (b) In better responses, candidates focused on the importance to the business of meeting the requirements of the legislation. These candidates provided a range of reasons why businesses would want to meet environmental legislation requirements.

In weaker responses, candidates referred to workplace health and safety, or did not make a connection between legislation and business.

- (c)(i) In better responses, candidates provided a relevant example of a resource that poses an environmental threat, such as paper and ink cartridges.

In weaker responses, candidates referred to examples that are not relevant to the business environment or that do not pose environmental threats, for example office chairs. In many weaker responses, candidates also mentioned a process (eg 'not using recycling') rather than a specific resource.

- (ii) In better responses, candidates described the relationship between the resource and its corresponding environmental threat(s).

In weaker responses, candidates named environmental threats that were general and did not necessarily relate to the identified resource.

- (iii) In better responses, candidates suggested a range of relevant business services strategies to eliminate or manage the environmental threat.

In weaker responses, candidates gave limited strategies or made general statements not related to the threat. In some weaker responses, candidates used workplace health and safety examples or strategies rather than environmental strategies.

Section IV

Question 20

In most responses, candidates divided the question into two parts – the opportunities for employers to develop employees' workplace skills and how these practices improved business performance.

In better responses, candidates used industry terminology extensively and the overall response was cohesive and logically sequenced. In these better responses, candidates identified a comprehensive range of opportunities available for employees to develop their workplace skills. In these responses, candidates also explained the opportunities thoroughly, linking how these practices improved business performance in areas such as more efficient work practices,

better time management, improved productivity, profits, improved reputation and customer service.

In addition, these responses demonstrated how these practices are implemented through relevant office workplace examples.

In weaker responses, candidates recognised some opportunities available to employees to develop workplace skills or only focused on the second part of the question – how the practice of developing workplace skills contributes to improved business performance – without referring to workplace examples. The links between the opportunities provided and improved business performance were weak or non-existent. Terms used were general and not specific. In these responses, candidates also made general statements about work skills and how they might improve business performance.

Question 21

- (a) In the best responses, candidates clearly explained a range of relevant factors and provided examples. Some acceptable factors included variation in colleagues' work practices, cultural misunderstanding, poor communication, aggressive behaviour, personal animosity and non-completion of tasks. A range of other factors were also accepted.

In weaker responses, candidates either gave an example with limited explanation or provided a list with no explanation.

- (b) In better responses, candidates indicated one or more possible team difficulties and then applied a range of conflict resolution techniques to solve these difficulties. They clearly justified the use of these techniques in a detailed response which included relevant workplace examples and industry terminology.

In weaker responses, candidates provided no technique, or only one, and made general statements about overcoming team difficulties. There was limited use of industry terminology. In many responses, candidates discussed prevention of conflict rather than techniques to effectively overcome team difficulties.