

INDUSTRY STUDIES

In 1995, 690 candidates presented for the 2 Unit examination in Industry Studies.

Students presented for the examination in one of three strands:

Hospitality	- 399 students,
Metal and Engineering	- 132 students, and
Retail	- 159 students.

The examination comprised a practical component and a written component, which were equally weighted.

PRACTICAL EXAMINATIONS

RETAIL

Question 1

(a) Two marks were awarded for reasons such as:

- clearing store to make way for new stock
- highlighting the goods through discounting to increase store traffic

Poorer responses:

- did not relate the concept of the discontinued line to discounting
- included an explanation of the concept of discounting or discontinued lines without relating the explanation to the question

(b) The best responses explained that a reduction in price would cause a decrease in profit per item but the resulting increase in volume might increase store profits.

Poorer responses gave simple definitions of price reductions and store profit.

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(c) Answers which were awarded one mark included:

- highlighting the merchandise
- including a Gift with Purchase
- return of goods to the supplier
- special offers
- advertising

Poorer responses suggested a range of discounting strategies.

Question 2

(a) Full marks were awarded to responses which stated that, legally, Alf cannot demand an exchange or a refund.

In poorer responses, candidates stated that store policy should determine whether Alf receives a refund or exchange.

(b) Full marks were awarded to those who explained that Alf is entitled to a refund or an exchange because the paint brush was not of merchantable quality.

Poorer responses stated Alf's legal position with any explanation.

Question 3

This question was well answered by the majority of candidates.

(a) The following responses were awarded full marks:

Feature	Benefit
Neutral colour	will suit most decors
Simple pattern	is easy to match with existing furniture and decor
Self-gluing	is a less messy way to hang wallpaper
Water-resistant	will be long lasting and easy to maintain

(b) Full marks were awarded for the following responses:

- reading pamphlets
- trade journals
- industry publications
- talking to other colleagues

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Question 4

Most candidates gave an explanation for each of the pointers, few, however, were able to relate each point to maximising store profits.

The better responses included the following points:

Quality service principles

- improving customer service, attending to all customer needs, both internal and external
- ability to communicate store policy and layout to customers.

Consideration of these points will encourage repeat custom and store loyalty, thus leading to potential increase in store profits.

Add-on sales:

- salespeople should look for opportunities to add on sales which will increase profits
- add-on sales opportunities can be explained as being motivated by concern for customer needs
- add-ons may be in the form of complementary sales or recurrent sales.

Selling-up:

- salespeople should use this technique to maximise the profit margin by attempting to sell at the price with which the customer is comfortable and which maximises the profit to the store
- this technique can be used to maximise profit by selling a sale item which has a low profit margin with a full priced item which has a full markup.

Sources of external theft:

- thorough and effective housekeeping decreases the opportunities for shop stealing
- staff vigilance and customer service is also effective in the reduction of theft
- use of sound and effective money-handling techniques.

Other cost reduction methods:

- limiting the use of store stationery
- controlling expenses such as electricity; taking care of store equipment
- increasing productivity.

Poorer responses included a brief description of several points without relating the description to the role of the salesperson.

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Question 5

This question asked candidates to differentiate between the service expectations of the old man and the female customer.

The better responses identified the service expectations of the old man as being:

- old fashioned service
- friendly or more helpful service
- extra trolleys

The service expectations of the female customer were identified as being:

- quick and efficient service
- friendly or helpful service
- efficient bag packing

Environmental influences were defined as being factors which affect the customer but which are outside the customer's immediate control.

The better responses identified the environmental influences of the old man as being:

- crowds
- modern layout of supermarket

The better responses identified the environmental influences of the female customer as being:

- hurry to keep an appointment
- frustration caused by delays

Marks were not awarded for the identification of problems which were outside the salesperson's control, such as: shelf-stocking, pricing, and the range of brands available.

Question 6

(a) Marks were awarded for the following:

(i) **the old man:**

- trolleys
- training staff to be more helpful and understanding of customer's needs.

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(ii) **the female customer:**

- opening an express lane
- improving training to enable salespeople to deal effectively with difficult customers

(iii) **other customers waiting in the queue:**

- training an efficient *front-end controller* to redirect customers to other checkouts when there is a delay
- opening more checkouts

(b) Marks were awarded for the following:

(i) **the old man:**

- offering physical assistance
- empathising with his problem
- calling for assistance
- being friendly

(ii) **the female customer:**

- dealing effectively with the customer's complaint
- packing groceries competently
- not arguing with the customer

(iii) **other customers waiting in the queue:**

- acknowledging the customers
- redirecting customers to another register
- requesting assistance

Question 7

- (a) While most candidates could explain the importance of the point-of-sale operator to the store, few could explain the relationship between the POS role and the image of the store.

The better responses explained that the POS operator was:

- the front-end representative of the organisation
- the customer's first and last contact with the organisation
- a reflection of the store's image in behaviour, demeanour and appearance

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The poorer responses described the role of the POS operator as being one of the following:

- a fast and efficient register operator
- a competent bag packer
- communicating knowledge of store layout

(b) The better responses listed strategies such as:

- pleasant manner, including smiling
- use of eye contact
- positive body language
- tone of voice

The poorer responses listed strategies which involved the choice of words by the salesperson.

Question 8

While most candidates could give a sound discussion of each of the points, few could relate the points to reduction in store profits.

The better responses included the following points:

Stock rotation:

- old stock is sold first while still saleable
- ensuring that old stock is shifted to make way for higher priced new lines
- identifying damaged stock for remedy

Stock presentation and store image:

- customers prefer to buy from well presented, neat stock
- the presentation should be appropriate to the image of the store
- stock must be kept clean and dusted regularly
- stock should be so placed as to ensure profit maximisation
- damaged fixtures and fittings should be replaced and/or repaired

Shrinkage:

- soiled or damaged stock leads to markdowns
- good housekeeping helps identify possible theft
- poor or inadequate ticketing can facilitate price-switching

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Ease of customer shopping:

- keeping the layout of the store clear ensures that more goods are sold
- ensuring that stock is not placed on shelves which are too high or too low
- ensuring that trolleys are cleared and are maintained regularly
- ensuring that the checkouts are manned regularly
- ensuring that signage is adequate
- cleaning spills and breakages promptly

The poorer responses:

- did not include an explanation of the principles of quality service
- gave brief descriptions of each point without relating the description to maximisation of store profits.

HOSPITALITY

The following report for the 1995 Practical Examination in 2 Unit Industry Studies - Hospitality - has been compiled from observations made during the examination. It is hoped that this report will assist in making teachers aware of the standard of hospitality practice expected in secondary schools and colleges across the State.

There was a good response from both students and teachers, many commenting on the fact that the examination allowed for individual creativity. Those who performed best had practised the test during the previous week thus improving their workflow practice. Concern was expressed about statewide inconsistencies in areas such as vegetable cuts, some food preparation methods and Occupational Health and Safety. These inconsistencies are discussed in this report.

- The correct tools chosen for tasks depended upon the competency of the student. The tasks were expected to be completed in a safe, efficient and effective manner in order to achieve a quality product with minimum waste. During the examination it was noted that the peeling and segmenting task was often being carried out with a small turning knife. This was not considered to be an appropriate tool.
- Segmenting should be done over a bowl to collect the juice and store the fruit.
- The best practice is to dice an onion correctly once - and not have to chop it a second time, like parsley.
- It is not necessary to peel zucchini. The seeds (middle) should not be used for julienne.

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- It is not necessary to peel celery.
- Tomato concasse should not have been cooked. Students must consider the final use of the task being prepared. Many tomatoes were over-blanced. Incorrect techniques frequently slowed students' progress.
- Spoons should be used for seeding tomatoes and melons.
- *Refresh* means to stop the cooking in cold (ice) water then drain, not to let the vegetable soak in water.
- All vegetables of the same cut should be consistent in size. The following sizes were accepted 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 not much 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 this results in irregular-shaped cuts. All vegetables can be cut into approximately 10mm strips and sliced across to produce a shape 2mm thick. The shape will vary according to the vegetable. It is important that all shapes are the same size.
 - *Jardinière cut 20 x 4 x 4mm up to 40 x 5 x 5mm.*
A *jardinière* cut is produced in the same manner as the *julienne* except the resulting pieces are larger. The length may vary slightly according to the desired presentation. All *jardinière* 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 *jardinière*. A good *macedoine* cut can be produced only after successfully producing good *jardinière*.
- To *clarify butter*, it is important to melt the butter slowly (in a bain-marie system), skim the top of impurities, pour off the clear fat (clarified butter) and discard the milk.

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- Metal spoons or whisks should not be used in aluminium pots or bowls. Use wooden spoons.
- Always use a hot plate for hot food and plate the food at the last minute to ensure that it maintains its heat. Use chilled or cool plates for cold food.
- Appropriate portion size and presentation depends upon the plates used. Generally soup bowls should be filled half to three quarters full. Foods should be centred on plates and contained within the inside rim.
- Garnishing provides additional enhancement and colour to the finished dish. It should be edible and appropriate to the dish. *Mise-en-place* (Part A) need not be garnished, only presented in an orderly fashion.
- Final garnishes could have included a variety of products available, eg celery curls, celery leaves (sometimes these had been cut off). Too often a twist of lemon was placed on top of pasta resulting in an unattractive garnish.
- Students should present all prepared items on a display table or bench. Table decorations are unnecessary, as is decorative serving-wear.
- NO JEWELLERY means no rings, watches, ear/nose rings/studs, bangles etc. Teachers should also observe this rule.
- NO TOOL BOXES should be placed on benches where food is to be prepared.
- Potted plants and other decorative items should be kept away from food preparation areas.
- Some students wore incorrect uniform or dirty uniforms. This is unacceptable.
- During the delivery of the course teachers may wish to encourage students to work in a variety of locations within the kitchen so that they feel comfortable in all areas of the room.

METAL AND ENGINEERING

The workshops in which the practical examinations are conducted are as much subject to the Higher School Certificate regulations as any other examination centre. There should be no interruptions by, or contact with, outsiders, including teachers.

The majority of candidates interpreted symbols and working drawings very satisfactorily.

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Those who produced above average results devised an efficient job plan and many had practised specific practical skills during the week prior to the examination. There appears to be a direct correlation between the degree of pre-planning done by candidates and their achievement in the practical component of the examination process.

It was also noted that not all candidates observed basic safety requirements. Correct footwear and eye protection should be worn during the examination. Also, a regulation First Aid kit should be available in the examination room.

WRITTEN PAPER

SECTION 1 - CORE

Answers to Multiple Choice

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

Short Response Questions

Question 16

This question was generally well answered. The maximum number of owners should have been given **not** a range.

In good responses candidates accurately identified the **maximum** number of owners and their liability status.

In average responses candidates included some incorrect data for the maximum number of owners.

In poor responses students included lack of or incorrect data on the maximum number of owners and/or liability status. Some poor responses also tended to state the minimum number of owners.

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Question 17

Many students had difficulty in recalling four of a possible nine principles of total quality management.

Good Responses

Four principles were clearly identified and supported with appropriate reasons. Here some students demonstrated understanding of the principles and processes by using their own relevant terminology and language.

Average Responses

The failure to use specific terminology detracted from the quality of average responses. A lack of real understanding of the range of principles and processes in this concept was shown.

Poor Responses

Many candidates misread the question (related to Type of Business), confused Quality Control and Assurance with Total Quality Management, and/or included OHS, EEO, Anti-Discrimination information.

Question 18

This question was generally handled well, although some students failed to relate the training requirements for the career progression back to their own focus industry. A few failed to relate part (b) back to part (a).

Good Responses

The good responses clearly showed a logical career progression with relevant duties and responsibilities. Up to 3-4 duties and/or responsibilities were listed. These duties and responsibilities were both relevant and accurately described for the focus industry. Here candidates described specific training - informal and/or formal - which would help a person through the career pathway outlined.

Average Responses

The majority of responses fell into this category. Duties and responsibilities were explained and included two or more points for each. A clear understanding of career progression was apparent. In these responses candidates could identify an avenue of study, e.g. TAFE and University, but referred to no particular course or area of study.

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Poor Responses

These responses failed to identify a focus industry. Here most candidates did not know the correct job titles and simply repeated duties and responsibilities for each level in the progression. They lacked an accurate description of duties and responsibilities and many gave only one of each. These responses also tended to repeat the question, i.e. would progress with *on-the-job* or *off-the-job training* and/or *further education to enable one to progress through the career pathways outlined*. No specific detail was given other than *you would learn more*.

EXTENDED RESPONSE QUESTION

GENERAL MARKING GUIDE FOR QUESTIONS 19 AND 20

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

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Question 19

Good Responses

Those who wrote the best responses correctly identified one form of pollution in their specific focus industry. They analysed the question/statement, clearly explaining the causes and effects of pollution in relation to both the focus industry and the environment. They also gave good examples of preventative and control measures to be introduced and considered by both the individual employee and management. These candidates indicated a clear understanding of the relationship between pollution and the future of their focus industry.

Average Responses

Some students identified more than one form of pollution in order to provide sufficient information. Whilst these responses were generally factually correct, they often lacked logical development and tended to repeat the question in both the introduction and conclusion. These candidates frequently used the same strategies for both employees and management. It is, however, important that answers in such a question should reflect the different roles and responsibilities of each group.

Poor Responses

The poorest responses did not provide a suitable example of pollution for their focus industry. The strategies given were vague, unrelated or factually incorrect. A number of students addressed OHS issues rather than pollution.

Question 20

Good Responses

Here, candidates clearly responded to all parts of the question, outlining both the current process for negotiating awards and the alternative method of enterprise bargaining, and recommended their preferred method. Precise use of terminology was a feature of these responses. These candidates presented a logical case and their recommendations were adequately justified.

Average Responses

The average response obviously lacked understanding of the question in all its parts. Some answers focused on only parts of the question, while others generalised and failed to respond adequately when presenting their arguments. Sequencing of arguments/information was limited.

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Poor Responses

These responses reflected a lack of understanding of the Core content as well as failure to grasp the meaning and depth of the question.

SECTION II - 2 UNIT RETAIL STRAND

Question 1

Few candidates were able to compare and contrast the behaviour and dress for *both* Sophie and Mario. The majority, whilst able to describe appropriate *dress* for both sales people, were unable to describe appropriate *behaviour characteristics* for both Sophie and Mario.

Best Responses

- These described Sophie as wearing the items from the store's stock and dressing in jeans, while Mario, in contrast, would dress more formally, probably wearing a suit and tie.
- Sophie's behaviour was described as being casual, as was her use of informal language with customers. Mario, in contrast would behave more conservatively and use formal language.

Weaker Responses

- described appropriate dress and/or behaviour of one of the sales people only.

Question 2

- (a) This question was generally well answered, with candidates showing a sound understanding of the law relating to the conduct of bag searches.

The best responses outlined that Ken should:

- courteously request permission to search the customer's bag
- request that the customer remove any obstruction
- thank and farewell the customer

The weaker responses:

- did not indicate that Ken should deal with the customers politely
- described Ken's examination of the customer's property

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(b) The best responses described a range of strategies such as:

- customer service: shop stealing is less likely to occur if shop assistants are aware of all customers in the area by greeting customers and offering appropriate assistance
- closed circuit camera: areas of the store are kept under constant surveillance by camera
- store layout: stores with layouts which avoid black spots make opportunities to steal goods less obvious.

The weaker responses merely listed strategies without describing them or listed the strategies and included vague or inappropriate descriptions. Strategies given included:

- senelco, security dye devices
- staff vigilance
- closed circuit camera
- store layout, use of mirrors
- security officers
- store codes

Question 3

(a) Most students could accurately describe an open-ended and a closed question; very few, however, were able to give an example of a reflective question.

An open response was defined as one which would lead the customer to answer a question with more than a *yes* or *no* answer, e.g.

- What type of present did you have in mind?
- What sort of price range were you considering?

A closed response was defined as a question which would elicit a *yes* or *no* answer from the customer, for example,

- Would your friend like this?
- Is this a good price range?

A reflective question is rhetorical or is one which paraphrases the customer's needs, e.g.

- So your friend needs a blender?
- This is a well designed blender, isn't it?

The best responses related the question, where possible, to the customer's needs.

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- (b) **Logic Technique** is a technique which the salesperson uses to appeal to the customer's rational buying motives by presenting features and benefits of the product.

Suggestion technique appeals to the customer's emotionally motivated buying motives by suggesting how the product will benefit the customer's friend.

This question was generally answered poorly and few students related the techniques to closing the sale.

The Best Responses:

- described logic and suggestion technique and attempted to close the sale with at least one of the examples.

The Weaker Responses:

- gave a brief description of one technique only or identified one technique for closing the sale.

- (c) The Best Responses explained the following techniques:

- rephrasing, using the customer's own words
- making eye contact with the customer
- listening to the customer without interrupting

Weaker responses gave only one correct technique or stated that the salesperson should listen carefully or just ask questions.

Question 4

The correct response to Part (a) of this question was to describe the offence as *bait advertising*.

Those candidates who received a mark for Part (b) suggested solutions such as:

- offering rainchecks
- offering similar stock at the same price
- ringing another store
- making a special order.

Question 5

This was a well answered question since most candidates had a comprehensive knowledge of a number of payment options.

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The Best Responses:

- described at least four possible payment options
- possible payment options included, cash, lay-by, universal credit card, in-store credit card, cash-on-delivery, gift vouchers, cheques and EFTPOS (Electronic Funds Transfer at Point of Sale)
- gave a sound discussion of the advantages and disadvantages of each option from the perspective of both the store and the customer.

The Weaker Responses:

- listed one or two possible payment options
- included an inconsistent approach to the discussion of advantages and disadvantages by outlining the advantages and disadvantages from the perspective of either the store or the customer only.

SECTION II - HOSPITALITY STRAND

Question 1

- (a) This was generally well answered. Four changes were required to the recipe. The task, however, was to *list*, **not** *justify*, changes. Some candidates spent unnecessary time on justification.

Good Responses:

Here candidates approached the question systematically, making several changes (four or more, with explanation of how they would increase fibre content/nutrition). They incorporated various changes including: substituting, omitting, adding, and tried to provide a quality product by ensuring correct proportion of ingredients. Most realised that some ingredients were unnecessary or could be reduced without harm, e.g. bicarbonate of soda.

Average Responses:

Made two or three changes. Although many rewrote the method, this was unnecessary.

Poor Responses:

Here candidates gave up to two changes. They referred to wholemeal flour as being *brown*, *wholegrain*, and suggested what could be served with the scones.

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- (b) The majority of candidates found this question difficult to answer. Most appeared to have a better understanding of how the body uses sugar and fat. There was general confusion as to the role of salt, many referring to salt as an energy source.

Good Responses:

Here candidates clearly listed a variety of functions, explained the role of salt and, therefore, the amount required in a healthy diet detailing how this could be achieved. Listed the RDI for each, or its equivalent.

Average Responses:

Listed functions or uses. Discussed sources of salt in the diet, but did not always note its inclusion in a healthy diet.

Poor Responses:

Listed one or no functions, were often factually incorrect, and confused the question with the issue of digestion.

Question 2

- (a) The correct answers are given in the table below.

	Name	Dimensions	Description of precision cuts	Uses	
	Julienne	3 x 3 x 40mm	thin strips of vegetables	garnish, soups, salads	
1 mark	Brunoise	3 x 3 x 3mm	small dice from julienne	garnish, soups, mousses, stuffing	
	Paysanne	15 x 3-5mm thick	irregular shape of same size of vegetables	vegetable soups	
	Macedoine	8 mm dice	medium-sized dice	potato salad fruit salad	1 mark - specific example required
1 mark	Jardinière	4 x 4 x 20mm	batons	vegetable servings	

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Good Responses:

Here candidates identified the correct precision cuts and listed more than one example of the uses.

Average Responses:

Most candidates identified the correct precision cuts and an appropriate use, but placed the terms in the wrong box.

Poor Responses:

These included a number of non-attempts and a significant number that did not identify the correct terms. Moreover, the example of uses needed to be more specific, e.g. potato salad, rather than just salad.

(b) Good Responses:

The best responses showed an extensive daily menu, including snacks, beverages and the method of cooking, e.g. steaming, grilling. These candidates obviously had a good command of the dietary guidelines and the nutritional requirements for specific groups of people, such as athletes. Their responses were clearly expressed and well developed. The justification of the menu was logically developed and identified the specific nutritional requirements for a fifteen-year-old female athlete.

Average Responses:

These responses gave menus which were detailed, including foods which were particularly good sources of the nutrients iron, calcium and carbohydrates. The quantity of food and fluids was sufficient and the carbohydrate foods were allocated to the earlier part of the day, so that a ready supply of energy was available for training. Candidates attempted to justify the menu, but this tended to be a brief identification within the structure of the menu, e.g. meat (iron) and this was apparently meant to be the justification. In these answers candidates failed to mention the fifteen-year-old athlete's nutritional needs.

Poor Responses:

Poor responses failed to set out extensive menus, for example, they did not include dinner or snacks, or else the menu lacked details of the foods, e.g. meat rather than grilled chicken, toast rather than wholegrain toast and the number of slices; vegetables without stating type. These responses also failed to give any justification for their menu and its relevance to a fifteen-year-old female athlete. Abbreviations such as OS, veg, etc should be avoided.

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Question 3

On the whole the answers to this question were satisfactory since the majority of candidates were able to explain in some detail the characteristics of *best quality* foods.

Good Responses:

The best responses gave two or more very descriptive characteristics for all three food items. In addition, the answers identified the very specific signs of quality for each fresh food.

Average Responses:

Here candidates gave a very descriptive list of characteristics for the best quality fresh fruit. The points for the other two food items, however, were very superficial, especially the chicken.

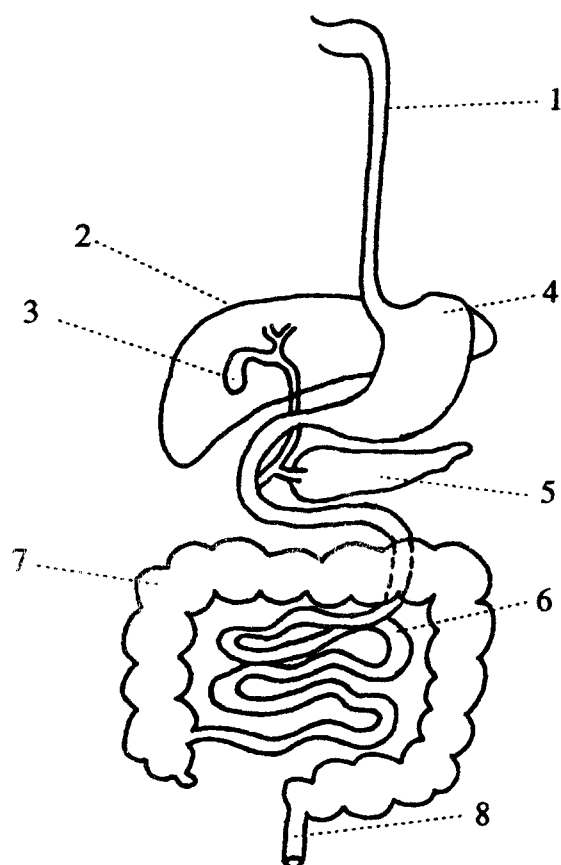
Poor Responses:

In these responses, single words were used, e.g. *colour*, *health*, without any descriptive words. Here candidates tended to repeat themselves with exactly the same features, e.g. *smell*, in each of the food types. Specific qualities were not mentioned.

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Question 4

This question was well answered since the majority of candidates were able to identify parts of the digestive system correctly. The least known part was the Gall Bladder. Candidates are reminded to use the correct terminology.



1	Oesophagus
2	Liver
3	Gall Bladder
4	Stomach
5	Pancreas
6	Small Intestine
7	Large Intestine/Colon
8	Anus/Rectum/Anal Passage

2

SECTION II - METAL AND ENGINEERING STRAND

Question 1

- (a) Candidates did not define the types of screwdrivers used in Items 1 and 6, e.g. flat or Phillips.

In Item 8 the tools used to disassemble the pulley were often not known.

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- (b) While most candidates were able to identify the tools, they lacked understanding of their use and the reasons for their selection.

Question 2

- (a) While Items (i), (ii) and (iv) were answered well by a majority of the candidates, there was an obvious lack of understanding of the reason for the half-section view in Item (iii).
- (b) This was answered well by most candidates.
- (c) In this examination paper, as in that of 1994, candidates had a poor understanding of technical symbols and abbreviations.
- (d) Most candidates had an excellent understanding of view rotation in third angle projection.
- (e) This was poorly answered by many candidates who lacked an understanding of sectioning principles.
- (f) Items (i), (iii) and (iv) were answered well by a large number of candidates.

Item (ii) was poorly answered since few candidates realised that the hole measured 30mm across its flat surfaces (A/F).

Question 3

- Approximately 38% of the candidature attempted this question.
- The majority of candidates handled the question reasonably well although some had difficulty with the geometric construction of 60° angles.
- In the orientation of the drawing, many candidates misinterpreted the use of the arrow and the labelling.
- Good responses showed all construction details.

Question 4

- Approximately 42% of candidates attempted this question.
- The majority of candidates did not understand the specified requirements, i.e. *freehand* and *scale* drawing.
- Few candidates were able to draw an orthogonal projection, particularly as regards where to place the views.
- Many candidates did not understand the concept of freehand drawing as indicated in the drawing module.
- Dimensioning was poorly handled, showing a lack of knowledge of AS1100 drawing standards.

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Question 5

- Approximately 18% of candidates attempted this question.
- The majority did not understand oblique projection, and many did not realise what the object looked like when viewed in the direction of the arrow.
- The oblique requirement (half-distance) was not given by many candidates.