



BOARD OF STUDIES
NEW SOUTH WALES

1998

HSC

**EXAMINATION
REPORT**

Industry Studies

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Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111

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Internet: <http://www.boardofstudies.nsw.edu.au>

March 1999

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ISBN 0 7313 4208 9

1998 Higher School Certificate Examination Report

Industry Studies

In 1998, 2446 candidates presented for the 2 Unit examination in Industry Studies.

These presented for the examination in one of three strands as follows: Hospitality 1612 candidates, Metal and Engineering 328 candidates, and Retail 506 candidates. The examination comprised a practical component and a written component. Both components were equally weighted.

Practical Examinations

RETAIL

Question 1

- (a) This question required students to identify two reasons why a retail store would insist upon its staff wearing a uniform. The better responses clearly identified two such reasons and supported their arguments with a logical and relevant supporting statement. Average responses simply gave one logical reason or made statements that were not supported with retail-specific reasoning. The poorer responses simply made reference to the stimulus provided in the scenario.
- (b) This question required students to discuss the effectiveness of the sales assistant's greeting to both Bill (the male customer) and to Judy (the female customer). Many were unable to distinguish between the initial greeting and the entire sales strategy, and therefore produced answers which were irrelevant to the information required.

The best responses clearly evaluated the effectiveness of the salesperson's greeting for both customers and supported their evaluative judgement with relevant and logical statements.

An average response simply made an evaluative judgement without providing a discussion in support of the findings.

A poor response either introduced irrelevant material, gave a description of what happened in the scenario without making any evaluative judgement of the effectiveness of the greeting or was related to the entire sales strategy.

Question 2

- (a) This question required students to distinguish between *rational* and *emotional* buying motives.

The best responses gave clear definitions of each type of motive and used appropriate examples to clarify their explanation.

A poor response associated emotional buying motives with buying *wants* and rational motives with *needs* or simply repeated the words ‘emotional’ and ‘rational’.

- (b) This question required candidates to discuss which buying motive was evident in the scenario — in which Bill was purchasing a birthday present for his wife in the women’s section of a department store.

The best responses gave clear, thoughtful arguments in support of the motive they identified from the scenario. Sound reasoning was given to support both buying motives evident in the video.

eg: ‘Rational as Bill knew what he was looking for and was not swayed by the salesperson’s suggestions’.

eg: ‘Emotional because Bill wanted to buy his wife something she would love to wear, and this would make him happy to give it to her’.

Poor responses suggested that it was one type of buying motive giving only unclear, incorrect or contradictory reasoning, often only describing the scene.

eg: ‘Emotional because Bill wanted to buy a present for his wife’.

Question 3

This question required students to describe, with an appropriate example, an environmental influence that affects consumer behaviour.

The best responses described valid environmental influences and explained clearly how they affect consumer behaviour through use of a relevant example.

eg: ‘The subculture to which a consumer belongs is an environmental influence which would affect his/her behaviour. For example, the hippie community can be a little outrageous in their choice of clothing’.

A poor response described either a psychological factor, a salesperson’s actions or environmentally friendly buying.

Question 4

- (a) This question required candidates to distinguish between a *customer objection* and a *customer complaint*.

In poor responses candidates could define one concept adequately but failed to explain clearly, as the better responses did, that an objection came during the sales presentation and a complaint occurred after the purchase.

- (b) This question required students to explain *price* and *merchandise* objections with examples of each.

In the best responses candidates stated clearly what each objection was, using appropriate examples to support their statements.

In the poor responses candidates either poorly defined each type of objection and/or used ambiguous or unclear examples.

- (c) Here students were required to identify a valid strategy to overcome a merchandise and price objection.

The best responses gave two distinct and valid suggestions to overcome each objection.

eg Merchandise: 'point out the relevant features and benefits of the product in relation to the customer's needs'.

Price: 'suggest different payment options such as lay-by or in-store credit to the customer'.

A poor response failed to identify valid strategies to overcome each objection or suggested similar strategies to deal with both types of objections.

eg Merchandise: 'offer alternative products'.

Price: 'offer cheaper products'.

Question 5

- (a) This question required candidates to write a definition of 'selling-up'.

The best responses correctly and clearly defined selling-up.

A poor response wrongly defined selling-up, confusing it with selling add-ons or selling more than one of a product.

- (b) Here students had to describe how to use the selling-up technique in the sales presentation.

The best responses clearly described more than one valid suggestion on how selling-up could be used by a salesperson, including mention of the appropriate sequence of the selling-up process.

In poor responses candidates again mentioned add-ons or selling more product, describing how to include those techniques in the sales-pitch, rather than selling-up, often quoting what a salesperson could say.

Question 6

- (a) This question required students to show an understanding of the term 'shrinkage' and how it affects retail outlets.

The best responses were able to define the term clearly using retail-specific terminology.

A poor response simply viewed shrinkage as theft or as a loss of profit due to theft.

- (b) This question required students to explain two sources of shrinkage apart from theft. Many were unable to explain the sources and simply provided examples of shrinkage. Other students ignored theft as an exclusion and discussed customer theft, staff theft or vendor theft. It is recommended that students be taught to distinguish between the concepts 'explain' and 'example'.

Question 7

- (a) This question required candidates to outline how a bag search should be conducted by a salesperson.

The better responses thoroughly outlined the appropriate steps a salesperson should take when checking bags.

Poorer responses mentioned few of the relevant points, often describing how a salesperson might ask to check someone's bags.

- (b) Here students had to outline how store staff could deal with a customer who refuses to have his/her bag searched.

The best responses outlined, in sequence, the appropriate steps involved in dealing with the situation, correctly identifying the responsibilities of the staff involved.

A poor response mentioned few actions that could be considered appropriate in dealing with this situation.

Question 8

This question required students to explain *two different security measures* (apart from store detectives and bag searchers) that a store could use to prevent customer and staff theft.

The best responses clearly identified two security measures for both the customer and the staff, explaining how they could be used to prevent theft.

An average response tended to give examples of security measures, without explaining their use in the prevention of shrinkage.

A poor response tended to provide irrelevant material or simply gave 'bag searches' and 'store detectives' as their responses.

Question 9

- (a) This question required students to explain *one variable cost* to a retailer other than shrinkage.

The best responses clearly identified and explained how the identified cost was variable.

A poor response provided irrelevant material.

- (b) This question required students to explain *one fixed cost* to a retailer.

The best responses clearly identified and explained how the identified cost could be considered fixed.

A poor response provided irrelevant material.

In both sections, students were often confused in their answers. It is recommended that these concepts be given greater emphasis in the classroom.

Question 10

This question required students to identify and explain payment options available to consumers who were unable to satisfy their purchase requirements due to a shortage of cash. Students were also required to discuss the advantages and disadvantages of each payment option for the retailer and the consumer.

The best responses identified and clearly explained three or more of the options below. They were also able to discuss relevant advantages and disadvantages to both the consumer and retailer in a scholarly, retail-specific fashion. Possible options included:

- lay-by

- in-store credit cards/accounts
- EFTPOS
 - debit cards
 - credit cards
- holding an item
- cheque
- lease/rental agreement.

An average response was able to identify three options but was either unable to explain these payment options or to discuss the relevant advantages and disadvantages to both the retailer and the consumer.

In poor responses candidates simply listed two or fewer options, were unable to explain these forms of payments and/or introduced irrelevant material.

HOSPITALITY

The following report for the 1998 Practical Examination in 2 Unit Industry Studies — Hospitality has been compiled from observations made by examiners. It is aimed at helping to inform teachers and students of the standard of hospitality practice in secondary schools and colleges across the State.

Marking Criteria

Students were assessed for their competence in Mise-en-place. Marks were awarded for their demonstration of competence to the standard specified in the Syllabus.

Safety and Hygiene

This includes personal hygiene and safety as well as the safe and competent use of the correct tools and equipment, bench cleanliness and stove work.

Although most students were dressed in a professional manner as regards uniform, it is disturbing that there are still a large number of students who are not dressed properly and who are a hazard not only to themselves but also to others. Some of the irregularities noticed were:

Uniforms

1. Missing aprons, buttons and neckerchiefs
2. Unsafe footwear, including joggers and suede shoes. These shoes are not only unsanitary because they are extremely difficult to clean but also unsafe due to the soft leather uppers.
3. Sleeve lengths too long, causing them to drag and dip into food preparation.
4. Worn and dirty hats.
5. No jewellery of any type is to be worn nor nail varnish or heavy makeup.
6. Under no circumstances should hair be left uncovered and, if necessary, should be secured so as not to hang loose.

Tools And Equipment

1. Tools need to be kept sharp. In most cases where tool sets are school property and used by many students, it was found that these tools were always dull, thus being dangerous and unable to produce a satisfactory result.
2. Selecting the correct tool for the job as well as out of the way knife storage is essential for personal and classroom safety.
3. Glass bowls also need to be eliminated from the kitchen. These glass bowls were seen to be used as double boilers, with students burning themselves trying to pick them up over the steam and flame. As these bowls are heavy, slippery and fragile, they are difficult and dangerous to work with. If a Pyrex bowl like this were to break, it explodes and no one can tell where the glass might end up. In this case, to be safe, all uncovered foods etc need to be discarded. All schools are advised to replace their glass cooking equipment with stainless steel equipment (bowls and containers) for use in the kitchen.
4. With students' stove work it was also noticed that there was an excessive use of energy due to such things as letting water boil until it had mostly evaporated. It would be more efficient to bring the water to the boil and turn the heat lower or cover the pot and turn the heat off until ready for use, thus avoiding using full heat all the time and not having adequate control while cooking. In some cases a fry pan was used as a double boiler receptacle — this is not a suitable piece of equipment for such use as it will not hold enough water and takes up too much space.

Preparation Management

Washing of vegetables is most important for hygiene as is workflow for management. The washing and peeling of all vegetables should be done at one time since this ensures that the work area is also clear of any soil. These tasks must be done together so as to eliminate a repetition of tasks. In the peeling of vegetables the correct tool needs to be used. Many students did not peel their vegetables before making their cuts. It is important that all vegetables are peeled as part of the preparation process in order to eliminate waste and provide useable trimmings. Turnips and swedes need to be peeled with a paring knife because of the thickness of the skin. Students also need to remember to square off vegetables to the correct length and sides before making final cuts.

There was some confusion with the use of scales; students need to remember to take into account the weight of the item being used to hold the food and deduct it from the total weight. Those who had practised and devised an appropriate workflow for this examination had no trouble with timing and always kept their work area clean and orderly.

Clarified Butter

There are various ways of producing clarified butter. The most common is to place the whole butter into a stainless steel, cylindrical container and place that into a pot of simmering water on the stove. Let the butter slowly melt and separate, skim the floating impurities and then separate the clear butter from the milk on the bottom of the container. This is done by either carefully ladling or pouring off the clear liquid and discarding the milk. Cooking margarine cannot be used for this process — the product is completely different.

Tomato Concasse

There are still some problems with the preparation of tomato concasse. After washing the tomato the stem attachment area is cut out and removed. A small X is cut into the skin on the bottom of the tomato. The next step is to blanch the tomato quickly by plunging it into boiling water for approximately 20–30 seconds (depending on the ripeness, so that the skin can be peeled off without cooking the flesh) then plunged into cold water to stop the cooking. The tomato should then be easily peeled and sliced in half horizontally exposing all seeds, which are then removed, leaving just the flesh. The fleshy centre of the tomato should remain and be used as part of the finished product of diced raw tomato, unless it is totally green and inedible.

Vegetable Cuts: Jardinière and Paysanne

As mentioned previously in Preparation Management, students need to remember to square off the vegetables for size and shape before making precision cuts. This applies to turnips and swedes as well as carrots and other vegetables. The clean trimmings can then be used for other things such as, in this examination, Paysanne cuts. It was noticed that most students had no idea of how to deal with turnips or swedes, many did not peel them sufficiently and just cut them into quarters. Green beans, in most cases, only needed to be washed, topped and tailed, and cut to the desired length (40mm). It was not necessary to do any fancy angle cuts or to split the beans down the middle. The final Jardinière product must have consistency in cut and size with all vegetables.

The Paysanne cut is made up of different shapes, with all being of the same size/thickness. This cut is very popular for vegetable soups. It is important that all vegetables should be of the same size so that they will all look similar and cook at the same time and so that a variety can all fit into a spoonful. The size prescribed for the examination was 10x20mm, which meant that all vegetable Paysanne cuts needed to be that size. Many students had little idea of how to do this.

Blonde Roux

Roux consists of 50% fat + 50% flour and is used as a thickening agent; therefore, 50g of roux would equal 25g fat + 25g flour. Care needs to be taken when producing roux because if the fat becomes too hot the roux can discolour very easily. There are three stages of roux, white, blonde and brown. Blonde is off-white, and brown is light brown. Dark brown is usually burnt, and is too bitter.

Chopped Onion

When peeling the onions it is important to get all the skin off. This includes even the part of the skin that sometimes is part flesh and part skin. It is preferable to peel the whole onion before cutting and for all of the roots to have been trimmed off (top and tail). The initial cuts and slices determine how small the finished dice will be and this will eliminate a lot of secondary chopping.

Turned Potatoes

All potatoes need to be washed and peeled and, when stored, completely covered with clean cold water. It is not necessary to square off potatoes that are going to be turned; these can be trimmed close to the size of the desired finished product. All turned potatoes should be consistent in size and shape. All peeled and turned potatoes need to be stored completely immersed in water to eliminate oxidation.

Mushroom Duxelles

Duxelles consist of 10 parts mushroom and 1 part finely diced onion. The onion should be cooked first without any colour and should not be obvious in the finished product. The Duxelles is finished with a little finely chopped parsley and should be moist, with no excessive juices present.

Parsley Chopping

The parsley needs to be washed and have any excess water removed, usually by simply giving it a shake, and kept fresh until needed. It can be used for garnish, as sprigs or chopped. For chopped parsley all stems need to be removed, the leaves chopped fine and dried. This will allow the chopped parsley to be kept longer and sprinkled on food as a garnish.

Breading

To bread food successfully organisation is the key. Good Mise-en-place, such as the flour, eggwash and crumbs should be lined up in order from left to right with the food to be breaded on the far left and a finished product receptacle waiting on the far right. The left hand is used to flour, egg dip and place the food into the crumbs and the right hand is used to pat on the crumbs and place the breaded food on the storage tray ready to be cooked when needed. In using this technique fingers will not become breaded more than the food and the work area will be much cleaner, and a well breaded, evenly coated finished product will result. It was noted that some students would double bread their food, thus creating an extremely thick coating. This technique is not recommended and is used only under special circumstances.

Croutons

Croutons may come in all shapes and sizes, small ones for soup and larger ones to be served under meats or accompany stews and other dishes. Croutons in Mise-en-place are cooked in clarified butter, are golden brown on both sides, have a crisp texture and no excess fat.

Presentation

Each student needs to have a presentation table close to his/her workstation.

For Part A presentation: prepared food should be placed on the table as it is prepared to facilitate an even flow of continual marking. Students should not wait until all Part A is complete, as this will slow down the marking procedure. It is not necessary to garnish or plate Part A products. For example; Part A can be presented with all Paysanne cuts being divided separately, with all Jardinière cuts being displayed separately on one small tray. It can all then be marked efficiently and the students will have less clutter in the work area. When Part A is complete, the students will be quickly advised to continue on with Part B. During this period, it is not necessary for the student to stop work; he/she should, however, be getting ready to continue with Part B.

Part B is the finished product and should reflect a presentation that is visually pleasing with a good balance of colour, size and shape. If the food is hot, it is advisable that the plate be warmed. Plates need to be clean, show no fingerprints and not be overcrowded with food. Portions of food should stay well within the rim of the plate. If a garnish is used it should complement the food, be edible and appropriate to the dish.

Ingredients

It is again emphasised that each student is to be issued a list of ingredients with examination papers. Size, weights and amounts need to be adhered to and no additional ingredients may be used. It is the responsibility of the classroom teacher to ensure that all students are ready prior to the commencement time of the examination. This includes students being properly attired, with the food laboratory/kitchen meeting OH and S standards. Students must have their student number, tools, ingredients, plates, trays etc, as well as all the necessary equipment at their stations to complete the examination. Students are not permitted to bring any form of paperwork, recipes or books into the examination area. Students are provided with a new examination paper at the commencement of the examination.

METAL AND ENGINEERING

Most of the students completed the production and assembly of the strip bender in the time allocated. As would be expected, the standard of the finished product varied widely.

Materials

It was evident that some of the schools had not referred to the Materials and Equipment List in sufficient detail. A number of schools had incorrectly cut the material using the drawing as a guide and this presented some minor problems and delays in commencing the examination.

Equipment

Equipment was generally adequate, with most workshops having been carefully set up prior to the examination. Most students had adequate tools and machines to complete the examination piece in the time allocated. There were instances, however, of drill bits, scribes and centre punches being blunt. This caused delay and frustration for the students affected. It is recommended that each student be provided with a kit of tools and that new drill bits be issued. It is acknowledged that this cannot apply to such tools as Combination Squares, Toolmakers' Clamps, Vernier Calipers and Radius Gauges due to the cost involved. There were occasions when students were supplied only with bottoming taps for the cutting of the M10 x 1.5 thread. It is felt that this is unfair to students due to the difficulty in getting the cut started. At some venues multiple spares of required consumable items were not readily available and this may have presented minor problems for students.

Identification of Candidates

Since some time was lost at a number of venues due to students' being unsure of their HSC candidate number, it is recommended that, from 1999, students present with their photo ID to cross reference with details supplied to markers.

Student Skill Level and Completion of Examination Piece

Students showed a wide range of skill levels, as may be seen from the following:

- Accurate drilling of multiple holes was a cause for delay, with students drilling a $\Delta 3.5$, $\Delta 8.5$ and then $\Delta 10$ when a $\Delta 10$ hole was required.

- Few students used an engineers square when tapping the threaded holes, which resulted in few threads being square in both directions.
- A significant number of students did not use parallel strips of either wood or steel to support their material when drilling holes. This often resulted in holes which were out of square, and, therefore, the student could not produce a square thread.
- Some students spent significant periods of time in waiting for a drilling machine when they could have carried on with another part of their examination piece while waiting.
- A small number of students experienced difficulty in interpreting the drawing and correctly assembling the components.
- Very few students attempted to deburr the components even though this was a clear instruction in the 'Notes' section of the drawing. The importance of reading 'Notes' on engineering drawings should be stressed to students.
- A significant number of students were unable to complete the riveting operation in such a manner that they were able to file the surfaces of Items 1 and 2 flush, leaving no trace of the rivet. Time should be taken to demonstrate the correct procedure for this operation.
- Those who were able to complete 'practice' pieces prior to the examination obviously had an advantage over those who could not do so.

Summary

There were some instances of the class teachers not being present on the day of the examination and not having arranged with a colleague to take his/her place. It would seem vital, not only for the sake of the students, but also from the organisational point of view, for there to be a staff member available to deal with issues such as student's candidate numbers, shortage of materials, first-aid kits etc.

Concern was expressed regarding the footwear of some students. Certain styles of footwear are not suitable for use in a workshop environment and were not in keeping with the general emphasis on Occupational Health and Safety. Failure of a student or school to ensure that appropriate footwear is worn during the examination could result in injury. The general standard of Safe Working Practices amongst students was, however, very good.

It was evident in some schools that many members of staff were not aware of the fact that an HSC examination was in progress. It is recommended that all members of staff be notified and some form of signage displayed to inform students that a HSC examination is in progress and that students in the relevant workshop should not be distracted.

It is a credit to the many students and staff who are involved with Industry Studies Metals and Engineering that so few difficulties were experienced during this examination. In the main, staff had obviously taken the time to set up the workshops in accordance with BOS requirements. Very few injuries were sustained and those that did occur were only superficial and not uncommon in this type of subject. This indicates that most students are well trained in safe working procedures.

Written Examinations

Section I – Core

Answers to Multiple Choice

Question	Answer	Question	Answer	Question	Answer
Q 1	B	Q 6	D	Q11	B
Q 2	B	Q 7	C	Q 12	D
Q 3	A	Q 8	C	Q 13	A
Q 4	C	Q 9	A	Q 14	B
Q 5	A	Q 10	C	Q 15	D

Short Response Questions

Question 16

Students were required to identify two characteristics of a business as a Strength, Weakness, Opportunity or Threat and to justify their selection. They were also asked to identify the form of business ownership, having been given a business name including Pty. Ltd.

- (a) and (b) In the best responses candidates identified a feature as being either an internal strength or weakness. Some successfully justified an external opportunity or threat. Internal strengths included efficient service, while weaknesses included unwillingness to change and the requirements of a constantly expanded budget.

Average responses confused the internal/external nature of the required characteristic but correctly identified the characteristic as being a positive or negative for the business.

Poor responses listed either just a strength or a weakness, with little or no justification for the selection.

- (c) The best responses identified the business as being a Private Company or a Proprietary Limited Company.

In average responses candidates identified the business as being either a company, private business or being incorporated or having limited liability.

The poorest responses identified the business only as being Pty Ltd or were unable to identify a type of business.

Question 17

In Part (a) students were asked to name TWO technological applications used in their focus industry.

In Part (b) they were asked to outline the benefits of each application to the workplace.

The best responses named two separate technologies followed by at least three different benefits of each application to the workplace. Students explained fully the benefits of each and gave supporting examples for the workplace. Responses were relevant, accurate and factual.

An average response listed average types of technologies followed by one or two benefits of each of the applications. Students often described each application but did not relate its benefit to the workplace. Some of the benefits did not correlate to the applications stated.

A poor response stated very poor or general examples for each application, but many were totally obscure and incorrect in their descriptions. Some students interpreted the question as being 'Job applications'. Many outlines of each application were similar in wording, eg quick and efficient. Benefits to the workplace were often either irrelevant or incorrect or just simply stated the use of the technology rather than its benefit was to the workplace.

Question 18

In this question students were required to describe the effect of the implementation of two principles of total quality management on workplace behaviour. The six principles listed in the question included: customer focus, leadership, policy planning, information and analysis, people and quality of process, product and service. Equal marks were allocated for parts (a) and (b).

The best responses described a workplace activity and its effect on workplace behaviour, eg 'leaders should encourage a collaborative team approach and democratic decision-making, which means that quality is constantly improving at every stage of the process'. The effect of this activity was also outlined. The better responses then related the answer back to the Total Quality Management principle, citing the ideology behind the concept. For example, 'supervisors should assist people to do a good job and people of all levels should be encouraged to work as a team on quality improvement'. Those who received full marks for the question displayed a full understanding of the Total Quality Management philosophy and the principle selected.

In average responses students also described a workplace activity and its potential or actual effect on workplace behaviour, eg 'employees need to be efficient and knowledgeable so that customers will return to the business'. Average responses reflected a general understanding of the Total Quality Management philosophy. Answers in this category generally tended to be descriptive.

Poor responses did not reflect an understanding of Total Quality Management, and were generally vague and contained little factual data. Some candidates described a workplace activity, eg 'service has to be of a high standard', but the remaining part of the answer was somewhat irrelevant.

General Marking Guide for Questions 19 and 20

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

Extended Response Questions

Question 19

In this question students were required to discuss the formation of a workplace agreement. They were asked to identify the elements of the award that must be included in such an agreement and any other components that may form part of the agreement. They were also asked to evaluate the effectiveness of workplace agreements in terms of employees' aims and objectives. There were a significant number of non-attempts to this question.

The best responses distinguished between awards and workplace agreements and identified some elements of awards that should be included in the workplace agreement. These responses provided, in some detail, the process involved in the formation of a workplace agreement, including identifying the parties concerned in the negotiation of a workplace agreement, the lifespan of 1–3 years of an agreement and 65% majority acceptance of the agreement. Some responses identified Enterprise Agreements or Australian Workplace Agreements (AWAs) as a type of workplace agreement.

The average responses were able to discuss either the elements of an award or an existing workplace agreement. These responses often provided a list of elements of an award but did not relate such an award to a workplace agreement. Pay rates and holidays were frequently contained in the list of award conditions. These responses often referred to OH&S, Anti-Discrimination or EEO legislation (this was not an essential part of the answer).

In poor responses candidates discussed some aspect of the workplace, but their responses often restated the question and did not introduce any relevant material.

Question 20

In this question students were required to discuss the positive and/or negative impact that emerging employment and training patterns have on society and the environment.

The best responses discussed all four issues in their focus industry: Employment, Training Patterns, Ethnicity, and Environmental Impact. Two or more impacts on society and the environment (either positive and/or negative) for each issue were discussed. Responses contained clear reasoning, relevant evidence, and listed examples to support and link the impact of these issues on society and the environment.

An average response discussed three issues and included some discussion of one impact, either positive or negative, of the issue. Here students generally listed many examples with descriptions but there was poor linkage back to the impact of such issues on society and the environment.

A poor response discussed some relevant issues. They contained little data, were vague, and lacked evidence of understanding of terminology. They gave descriptive generalisations, making no reference to impacts on society and the environment.

Section II – Retail Strand

Question 1

Cost Price: This is the dollar amount a retailer pays to a supplier for goods purchased. Cost price does not include percentage markup for profit.

Vendor Theft: Theft by those who deliver or supply goods to a store, eg delivery drivers, manufacturers.

Cash register float: This is the amount of cash put into the register drawer at the commencement of trading. Floats consist of many currency denominations and are usually a minimum amount, eg \$100.

Credit rating: An indication of a customer's ability to repay debts, eg credit cards, personal loans.

Question 2

This question required students to outline the aim of the Fair Trading Act and to discuss, with examples, three sections of the Act.

In the better responses students clearly outlined the aim of the Act and gave specific examples of how it could be applied in three different situations or areas covered by it.

Average responses were able to give a descriptive outline of the aims of the Act. These responses also tended to list examples that could be covered by the Act, rather than discussing the influence of the Act in these situations.

Poorer responses tended to be totally irrelevant. Many students discussed Occupational Health and Safety, Anti-Discrimination Laws or Equal Employment Opportunity legislation.

Question 3

This question required students to examine the two sunscreen products, identify two features for each and discuss a corresponding benefit for each of the features listed.

The better responses clearly identified two features and their corresponding benefits.

In average responses candidates identified features but were unable to identify corresponding benefits.

In poorer responses candidates either did not attempt the question or could not distinguish between the concepts of 'features' and 'benefits' and simply restated the question.

Question 4

This question required students to describe the steps a professional salesperson should take to handle a difficult situation.

The better responses showed a clear understanding of the sequential steps which should be taken by the salesperson and expressed these clearly. Many of these responses also outlined further procedures that the store might have adopted to ensure the maintenance of a cordial relationship with the customer.

Average responses tended to be somewhat descriptive. They outlined some possible steps that a professional salesperson should adopt, but failed to discuss several essential steps which could have led to a positive resolution of this difficult situation.

Poorer responses simply listed one or two steps that a professional salesperson could adopt but did not describe how these steps applied to the scenario provided in the question.

Section II – Hospitality Strand

Question 1

In this question the students were asked to plan a continental breakfast that would be suitable for a motel's room service. The question also required the candidates to draw and label a tray setting, indicating the placement of all items. Some students misinterpreted the tray diagram as meaning a table, while others considered it to be a menu board.

The best responses clearly and concisely identified all the components of the traditional continental breakfast: fruit juice, baked product, preserves, tea/coffee. These candidates showed the correct cutlery and crockery items on the breakfast tray while the positioning of the items was correct, balanced and safe. Most importantly, they included the extra items one would find on a tray when correctly presented for room service, ie flower, serviette, milk jug, teapot, sugar bowl, baskets for baked products and preserves.

In average responses the candidates presented a well-balanced breakfast menu, with the inclusion of hot or cooked dishes that were more correctly part of a full breakfast. Some responses failed to include a beverage, such as tea/coffee, while others presented foods that were more like a dessert, eg pancakes with ice cream and chocolate topping. When drawing the tray setting, these candidates tended to show the correct positioning of the cutlery, crockery and food items, but included very few extras, such as serviette, flower, etc. A more unusual response came from students who did not recognise the tray diagram and interpreted it as the buffet of a restaurant table.

A poor response lacked knowledge of what would comprise a continental breakfast. Some gave dinner menus or dishes, while others tended to give too many cooked food items or excluded some of the major components of a continental breakfast. A number of these responses did not include a drawing of a tray setting, completing a menu board instead. Some drew circles with one word inside – 'Plate', while others lacked cutlery, logical positioning of items and extra items such as serviettes.

Question 2

In this question the candidates were asked to describe the correct procedures to follow in the preparation, handling and storage of food.

The best responses dealt clearly and concisely with all three parts of the question. They gave several specific examples of procedures, with supporting explanations, eg to prevent cross-contamination, avoid raw and cooked foods coming into contact. Responses in which students discussed only two out of the three parts, but provided a lot of factual information, were still considered good responses.

An average response tended to be generalised, eg use clean equipment, clean utensils, clean hands, but did not explain why or give specific reasons. Responses that were limited to one part of the question also fell into this category. Students in this area simply tended to list points and repeat the same points in each area, rather than giving a range of information.

A poor response focused on one or two points without explanation, or applied the question to the previous part on the preparation of a breakfast tray (question 1). Those which provided erroneous or irrelevant information that related to other questions in the paper were considered poor responses.

Question 3

This question required the candidate to present a main course meal using meat, a carbohydrate food and two fresh vegetables, following Australian Dietary Guidelines (ADGs). In the second part of the question, the candidate was asked to describe the correct preparation and cooking procedures to maintain optimum nutrition for each of the food items.

In part (a) the better responses provided a balanced meal that related to the ADGs, by either cooking method, food type or the exclusion of high fat or high salt sauces. In part (b) the better responses discussed preparation and cookery methods that would best maintain optimum nutrition for all foods. These explanations were full in terms of detail and reasons for carrying out the preparation or cooking procedure.

The average response identified some of the extra detail that indicated if the menu were for optimum nutrition, and therefore closely adhered to the ADGs, eg steak, potato and steamed vegetables. In part (b) these responses failed to discuss fully all the food items on the menu with reference to preparation and cookery methods and did not explain how the specific procedure related to optimum nutrition.

In the poor responses candidates tended to list the food types, ie steak, potato, carrots and beans but failed to indicate if the food type selected would maintain optimum nutrition. In part (b) the preparation methods for the foods were usually not described and the cooking procedures were discussed only superficially. A significant number of responses explained a workflow for the making of this meal and thus failed to answer the question fully.

Question 4

In this question the candidates were asked to outline three pieces of nutrition information that manufacturers include on food labels to influence consumer choice. The candidate was then asked to explain how the information could be used in planning nutritious meals.

The better responses in part (a) came from candidates who could identify pieces of information that specifically relate to nutrition, eg nutrition table, heart foundation tick, ingredient list, kilojoule count. These responses clearly showed a broader knowledge by giving a variety of points.

In part (b) these candidates gave detailed explanations of how the piece of information would affect meal planning, along with possible consequences. They were able to identify sugar on an ingredient list as, sugar, sucrose, glucose, etc in order to control or prevent conditions such as obesity or diabetes, or to indicate that artificial colouring and flavouring could be avoided for a person who experiences an allergic reaction or to reduce hyperactivity in young children.

An average response in part (a) gave one or two reasonable pieces of nutrition-related information. Some of the candidates in this group gave vague pieces of information and failed to clarify their examples, eg 'use by date' was frequently related to food safety and not peak freshness and nutrient content.

In part (b) these responses ranged from one well explained point to three pieces of information that were discussed superficially in terms of decreasing sugar, salt or fat content, eg carbohydrate count used for athletes.

A poor response in part (a) simply listed nutrients that were somewhat related and could possibly appear on a label, eg low fat, low sugar, high fibre. Some students identified information that was not related to nutrition, eg country of origin.

In part (b) these candidates often restated the points mentioned in (a) and made a very general statement about being useful for meal planning. These responses used the word 'nutrition' frequently and gave little or no explanation of any relationship to nutritional meals.

Section II – Metals and Engineering Strand

Question 1

- (a) The majority of students answered this part correctly. Some, however, had difficulty with the type of section used on the flange and shaft. Sizes of the grub screw, chamfer and the diameter A caused concern, as did the standard nut, LH and MS. The accepted answers were:
- (i) Exploded isometric or detail assembly drawing.
 - (ii) Half section
 - (iii) (1) 18
(2) 10
(3) 7
(4) Depth = 26
Diameter = 19
(5) 8 x 45
(6) 26
(7) 34
 - (iv) Standard nut – to fit shaft.
 - (v) Left hand thread
 - (vi) Mild steel
 - (vii) (1) Ring spanner, socket, etc.
(2) Allen key
- (b) In general this part was not answered well. Many students were unable to name the feature correctly but were able to state the function.

	Item	Function
Fig.2	Web	Strength, stiffen
Fig.3	Fillet	Remove stress point/reduce weakness
Fig.4	Shoulder	Depth stop
Fig.5	Counterbore/ Spotface	Flat surface to house washer, nut, etc

- (c) The majority of students failed to recognise the vernier scale. The correct reading was 35.4.
- (d) Some students had difficulty in naming an appropriate tool or gauge:
- Tape measure
 - Thread or pitch gauge
 - Micrometer or vernier callipers
 - Radius gauge
 - Feeler gauge
 - Rule or Vernier callipers, or tape

Question 2

- (a) Part (i) was well handled, although some students lacked an understanding of material size, giving only one or two dimensions. Minimum dimensions were $104.5 \times 25 \times 12$.

Part (ii) was well handled by the majority of students. Tools included: Jenny or odd-leg callipers, rule, dividers, marking gauge, scribing block, scriber.

Procedure: Apply marking medium, check edge for straightness, use callipers to locate centre, mark centre line with callipers.

In part (iii) some students lacked understanding of the terms datum, cumulative and compound error.

Part (iv) was well handled by the majority of students.

Procedure	Tools
Set callipers to 72	Jenny callipers
Punch centre	Hammer, centrepunch
Drill pilot hole	Drill press, centre drill
Drill to tapping size	011 drill
Tap M12 thread	Intermediate tap, tap wrench, tri square

- (b) Most students identified the drill and jigsaw but failed to recognise the shear. The common application for the two cutting tools was thin sheet metal.
- (c) Specific safety precautions for power tools could include eye and ear protection, cord condition, and precautions in the presence of water. Ordinary safety clothing was not acceptable.

Question 3: Tangency

46% of the candidature attempted this question. 'Correct geometric construction' implies the use of appropriate instruments. A large number of students answered the question well. Limit points of tangency and centre lines were used by less than 10% of students. Some students lacked the skills to apply R-r principles, so that capacity to draw smooth curves was consequently reduced. Location of the R9 centre was poorly attempted since many students lacked the correct technique.

OR

Question 4: Isometric

35% of the candidature attempted this question. The use of rules and set-squares caused concern since students failed to display freehand competencies. Few were able to use isometric boxes to help construct circles/arcs. Centre lines in most cases were non-existent and yet these were necessary for locating circles, arcs and details. Generally, however, the Isometric Projection concept was well understood.

OR

Question 5: Orthogonal

14% of the candidature attempted this question. The use of rulers and set-squares caused concern since students failed to display freehand competencies. Full-size estimation lacked any real endeavour. The principles of third angle projection were not well demonstrated and the use of centre lines for location of details was almost non-existent. Many students omitted hidden detail and nominated presentation of dimensioning was not well understood. Much work is required to show these according to standard.

Non-attempts

5% of the candidature did not attempt questions 3 or 4 or 5.

ISBN 0 7313 4208 9



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