

2001 HSC Notes from  
the Examination Centre  
Business Services – Office Administration

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

Tel: (02) 9367 8111

Fax: (02) 9367 8484

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

ISBN 1 74099 046 3

200254

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# 2001 HSC NOTES FROM THE EXAMINATION CENTRE BUSINESS SERVICES – OFFICE ADMINISTRATION

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Business Services – Office Administration. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines, and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Business Services – Office Administration.

In 2001 a total of 1928 candidates presented the examination in Business Services – Office Administration.

## Section I – Multiple Choice

Answers to the multiple choice questions are as follows:

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

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

## Section II

### Question 16

Question 16 addressed aspects of records handling.

Overall, the question was answered reasonably well, indicating that candidates had a basic understanding of the process involved in records handling. However a large number of candidates indicated that they were confused by the terminology.

In part (a), a large proportion of candidates lacked the ability to index appropriately, and many did not list alphabetically.

Many candidates in part (b) misinterpreted the question, or did not know/understand the term ‘filing classification’. Quite a few candidates included ‘alphabetically’, even though the question directed them to identify two other classifications.

While the majority of candidates in part (c) provided a reasonable response, many related Occupational Health and Safety procedures to the care, maintenance and confidentiality of records rather than the Occupational Health and Safety of the person handling the records.

Part (d) was poorly answered, and the candidates appeared to be unable to discriminate between records handling procedures and classifications.

The better candidates answered each part of the question and scored full marks.

### **Question 17**

Part (a) required candidates to identify and describe two aspects of the editing function. Generally the question was poorly answered. Candidates were able to identify but not describe aspects of the editing function. Better candidates were able to identify and describe two separate and distinct editing functions, such as ‘spell check’ and ‘cut and paste’.

In part (b), candidates were asked to describe a situation where they could use online help to produce a document. Many candidates interpreted online help as referring to the Internet as a research tool. Better candidates were able to describe a situation adequately, and describe the characteristics and features of online help such as the step-by-step process.

Part (c) was a proofreading exercise requiring candidates to identify and correct three errors from the given text. This part was generally well answered by most candidates. Candidates listed obvious errors such as spelling, punctuation, grammar and typography. Some candidates failed to use the same case in their corrections as in the text.

In part (d), candidates were required to identify proofreading marks and give the meaning of that mark. There was a mixed response to this part. Some candidates gave the correction, but not the meaning of the proofreading mark.

Better candidates read the question and gave the meaning of the mark, with many candidates using correct terminology such as transpose, spell out and insert.

A large number of candidates did not understand the last proofreading sign, and did not attempt to answer the question.

### Question 18

Question 18 required candidates to apply their knowledge to make calculations related to banking and petty cash. Along with this, candidates were required to discuss theoretical elements of petty cash.

While the majority of candidates were able to complete the banking activity satisfactorily, fewer candidates were able to balance the petty cash book correctly. The majority of candidates had difficulty discussing the related theory.

In part (a), a problem existed with candidates transposing answers from one page to the next. A lack of basic mathematical skills was highlighted in the miscalculations. A number of candidates did not correctly identify the drawer of the cheque.

In part (b), many candidates knew how to balance a petty cash book, but failed to gain full marks because of inaccuracies in arithmetical calculations.

Part (c) was poorly answered as candidates failed to provide specific details related to accountability and security. Better responses indicated a thorough understanding of the processes involved in the petty cash system.

## Section III

### Question 19

Question 19 required candidates to outline the aims of the current Commonwealth and State Occupational Health and Safety legislation and WorkCover NSW. Further, candidates were required to explain policies and procedures that could be implemented by Smithfield Financial Enterprises, to satisfy the Occupational Health and Safety legislation.

Generally, most candidates had some understanding of Occupational Health and Safety, and inferred the aims without being specific about legislation. Many candidates showed minimal knowledge of WorkCover NSW. Occupational Health and Safety procedures were generally well covered, and candidates had a good understanding of workplace practices. Candidates did not display a clear understanding of policies, nor were they able to differentiate between policies.

The better responses referred to specific Occupational Health and Safety legislation and discussed WorkCover NSW extensively, covering compensation, rehabilitation, investigation of workplace and advice in depth. They also discussed a broad range of Occupational Health and Safety policies and procedures specific to the office environment, and were able to connect the policies and procedures with the purpose of the legislation. Candidates included training and induction, and the purpose and role of the Occupational Health and Safety committee. Some candidates also referred to the employee and employer rights and responsibilities within the workplace. The need for evaluation and ongoing commitments and training were also discussed. These candidates used appropriate

industry terminology relevant to the question, showing their understanding of code of practice, duty of care, and hazard identification.

Poor responses tended to be unstructured, demonstrating little knowledge of Occupational Health and Safety. No reference was made to legislation, with candidates generally just restating the question. Policies were not mentioned, with candidates focusing on a narrow range of work practices. Brief reference was made to hazards, damages and risks. Little or no industry terminology was used, and examples were often from other industries.

### **Question 20**

Question 20 required candidates to outline the types of discrimination in the workplace as well as explain the rights and responsibilities of employers and employees, and evaluate the legislation that protects workers from discrimination. Generally, candidates demonstrated a good understanding of the various types of discrimination and forms of legislation associated with discrimination, and gave appropriate workplace examples.

Some candidates experienced difficulty in differentiating between discrimination and harassment. They also found it difficult to separate the concept of rights and responsibilities for employers and employees.

The better candidates made statements with respect to relevant legislation, and demonstrated their underpinning knowledge of legislation. They used a range of appropriate industry terms, and clearly differentiated between rights and responsibilities of both employers and employees.

### **Question 21**

Question 21 required candidates to address the identified customer service issues in a workplace, and to analyse and evaluate the operational procedures that could be implemented by the enterprise to better promote its products and services.

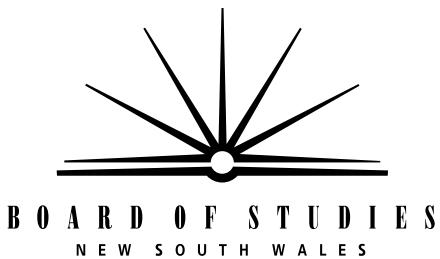
Most candidates provided descriptions of office procedures rather than an analysis and evaluation of actual changes to office procedures. Standard answers included answering the telephone within three rings, using message pads, and remaining calm when talking to angry clients. Some candidates incorrectly discussed marketing and advertising.

The better candidates were able to present an organised, well-reasoned response that clearly demonstrated the implications for the business in implementing improved office procedures. Using appropriate workplace examples, these candidates also highlighted issues in addition to those listed in the question, and evaluated how they could affect business performance.

# Business Services — Office Administration

2001 HSC Examination Mapping Grid

Question	Marks	Unit of competency
<b>Section I</b>		
1	1	TEC204
2	1	TEC202
3	1	TEC203
4	1	TEC201
5	1	TEC204
6	1	INF202
7	1	COM202
8	1	ENT202 / TEC203
9	1	ENT202
10	1	ENT202
11	1	ORG201
13	1	TEM201
13	1	ORG201
14	1	ORG201
15	1	ENV001
<b>Section II</b>		
16 (a)	3	INF202
16 (b)	2	INF202
16 (c)	2	INF202
16 (d)	6	INF202
17 (a)	2	TEC203
17 (b)	2	TEC203
17 (c)	3	TEC203
17 (d)	3	TEC203
18 (a)	4	FIN201
18 (b)	4	FIN201
18 (c)	4	FIN201
<b>Section III</b>		
19	15	ENV001, ENT201, COM202, ENT202
20	15	ENV001, ENT202
21	15	ENT201, COM201, COM202, ORG201, TEM201



## 2001 HSC Business Services — Office Administration Marking Guidelines

### Question 16 (a) (3 marks)

*Unit of competency assessed: INF202*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly indexes the names alphabetically in 3 units	3
• Correctly indexes the names alphabetically in 2 units	2
• Correctly indexes the names alphabetically in 1 unit	1

### Question 16 (b) (2 marks)

*Unit of competency assessed: INF202*

#### MARKING GUIDELINES

Criteria	Marks
• Lists 2 filing classifications used in an office environment	2
• Lists 1 filing classification used in an office environment	1

### Question 16 (c) (2 marks)

*Unit of competency assessed: INF202*

#### MARKING GUIDELINES

Criteria	Marks
• Supports an argument that clearly demonstrates the need for OH&S in records handling	2
• Makes a general statement about OH&S and records handling	1

**Question 16 (d) (6 marks)***Unit of competency assessed: INF202***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Correctly names 3 filing procedures</li><li>• Discusses the importance of each filing procedure in the management of files</li></ul>	5–6
<ul style="list-style-type: none"><li>• Correctly names at least 2 filing procedures</li><li>• Provides a discussion of the importance of filing procedures in the management of files</li></ul>	3–4
<ul style="list-style-type: none"><li>• Correctly names at least 1 filing procedure</li><li>• Makes some general points about filing procedures</li></ul>	1–2
OR	
<ul style="list-style-type: none"><li>• Correctly names at least 2 filing procedures only</li></ul>	

**Question 17 (a) (2 marks)***Unit of competency assessed: TEC203***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Correctly names and provides characteristics and features of two aspects of the editing function</li></ul>	2
<ul style="list-style-type: none"><li>• Correctly names and provides characteristics and features of 1 aspect of the editing function</li></ul>	1
OR	
<ul style="list-style-type: none"><li>• Correctly names 2 aspects of the editing function</li></ul>	

**Question 17 (b) (2 marks)***Unit of competency assessed: TEC203***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Correctly describes a situation where on-line help could be used to produce a document</li></ul>	2
<ul style="list-style-type: none"><li>• Describes characteristics and features of on-line help</li></ul>	1

**Question 17 (c) (3 marks)***Unit of competency assessed: TEC203***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies and provides corrections for 3 errors from the list below	3
• Identifies 2 errors and gives an appropriate correction for each from the list below	2
• Identifies at least 2 errors	1
OR	
• Identifies 1 error and provides its correction from the list below	

**Question 17 (d) (3 marks)***Unit of competency assessed: TEC203***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly records the meaning of the 3 proofreading marks	3
• Correctly records the meaning of 2 proofreading marks	2
• Correctly records the meaning of 1 proofreading mark	1

**Question 18 (a) (4 marks)***Unit of competency assessed: FIN201***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly completes all 4 components of the deposit slip (key shown below)	4
• Correctly completes 3 components of the deposit slip	3
• Correctly completes 2 components of the deposit slip	2
• Correctly completes 1 component of the deposit slip	1

**Question 18 (b) (4 marks)***Unit of competency assessed: FIN201***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly completes all 4 components of the petty cash book (key shown below)	4
• Correctly completes 3 components of the petty cash book	3
• Correctly completes 2 components of the petty cash book	2
• Correctly completes 1 component of the petty cash book	1

**Question 18 (c) (4 marks)***Unit of competency assessed: FIN201***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly presents arguments supporting the need for accountability and security when dealing with petty cash	4
• Briefly describes the need for accountability and security when dealing with petty cash	3
• Provides a general statement(s) illustrating the need for accountability OR security when dealing with petty cash	2
• Provides a limited discussion about petty cash with some reference to accountability and/or security	1

**Question 19 (15 marks)***Units of competency assessed: ENV001, ENT201, COM202, ENT202***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Indicates the aims of the Commonwealth and State OH&amp;S legislation and WorkCover NSW</li><li>• Clearly demonstrates an understanding by proposing effective policies and procedures that the organisation could implement to satisfy legislative requirements</li><li>• Uses a range of precise industry terminology throughout the response including appropriate workplace examples</li><li>• Presents a response in an organised, well-reasoned and cohesive manner</li></ul>	13–15
<ul style="list-style-type: none"><li>• Indicates the aims of the Commonwealth and State OH&amp;S legislation and WorkCover NSW</li><li>• Demonstrates an understanding by proposing effective policies and procedures that the organisation could implement to satisfy legislative requirements</li><li>• Uses precise industry terminology throughout the response including some appropriate examples</li><li>• Presents an organised well-reasoned response</li></ul>	10–12
<ul style="list-style-type: none"><li>• Indicates the aims of the Commonwealth and State OH&amp;S legislation and WorkCover NSW</li><li>• Shows some relationship between policies and procedures and OH&amp;S legislation</li><li>• Uses some industry terminology throughout the response including some appropriate examples</li><li>• Presents information in an organised manner</li></ul>	7–9
<ul style="list-style-type: none"><li>• Indicates some of the aims of the Commonwealth and State OH&amp;S legislation and WorkCover NSW</li></ul>	4–6
<p>OR</p> <ul style="list-style-type: none"><li>• Identifies some of the Commonwealth and State OH&amp;S legislation, which may include elementary description of WorkCover NSW</li><li>• Provides a limited description of OH&amp;S procedures for the organisation</li><li>• Uses some terminology with limited or no use of examples</li></ul>	
<ul style="list-style-type: none"><li>• Makes a general statement about the Commonwealth and State OH&amp;S legislation, which may include an elementary description of WorkCover NSW</li><li>• Provides a simple description of OH&amp;S procedures and/or policies in the workplace with little or no examples</li><li>• Limited or no use of industry terminology</li></ul>	1–3

**Question 20** (15 marks)*Units of competency assessed: ENV001, ENT202***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Indicates a broad range of the types of discrimination</li><li>• Clearly distinguishes between the rights and responsibilities of both employers and employees in dealing with discrimination. Makes a clear judgement on the value of legislation that protects workers from discrimination</li><li>• Uses a range of precise industry terminology throughout the response including appropriate workplace examples</li><li>• Presents a response in an organised and well-reasoned and cohesive manner</li></ul>	13–15
<ul style="list-style-type: none"><li>• Indicates a broad range of types of discrimination</li><li>• Distinguishes between the rights and responsibilities of both employers and employees in dealing with discrimination. Makes some judgement on the value of legislation that protects workers from discrimination</li><li>• Uses precise industry terminology throughout the response including appropriate workplace examples</li><li>• Presents an organised well-reasoned response</li></ul>	10–12
<ul style="list-style-type: none"><li>• Indicates a broad range of types of discrimination</li><li>• Shows some difference between the rights and responsibilities of both employers and employees in dealing with discrimination. Makes statements on the value of legislation that protects workers from discrimination</li><li>• Uses some industry terminology throughout the response including appropriate workplace examples</li><li>• Presents information in an organised manner</li></ul>	7–9
<ul style="list-style-type: none"><li>• Indicates some form of discrimination</li><li>• Provides a limited description of the rights and responsibilities of employers and employees in dealing with discrimination. May make some statements with respect to legislation that protects workers from discrimination</li><li>• Uses industry terminology with limited or no use of examples</li></ul>	4–6
<ul style="list-style-type: none"><li>• Indicates some form of discrimination</li><li>• Simply describes either rights and/or responsibilities of either employers and/or employees with a limited reference to discrimination in the workplace</li><li>• Limited or no use of industry terminology</li></ul>	1–3

**Question 21 (15 marks)***Units of competency assessed: ENT201, COM201, COM202, ORG201, TEM201***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Identifies and describes operational procedures</li><li>• Describes implications for the business in implementing these operational procedures</li><li>• Makes a clear judgement on how operational procedures would better promote its products and services</li><li>• Uses a range of precise industry terminology throughout the response including appropriate workplace examples</li><li>• Presents a response in an organised, well-reasoned and cohesive manner</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies and describes operational procedures</li><li>• Describes some implications for the business in implementing these operational procedures</li><li>• Makes a judgement on how the operational procedures would better promote its products and services</li><li>• Uses precise industry terminology throughout the response including some appropriate examples</li><li>• Presents an organised well-reasoned response</li></ul>	10–12
<ul style="list-style-type: none"><li>• Describes the operational procedures</li><li>• Describes one or more implication(s) for the business in implementing these operational procedures</li><li>• States how the operational procedures would better promote its products and services</li><li>• Uses some industry terminology throughout the response including some appropriate examples</li><li>• Presents information in an organised manner</li></ul>	7–9
<ul style="list-style-type: none"><li>• Offers inappropriate solutions rather than operational procedures</li><li>• States how the procedures would better promote the products and services of the business</li><li>• Uses some industry terminology with limited or no use of examples</li></ul>	4–6
<ul style="list-style-type: none"><li>• Makes general statements about change in the workplace</li><li>• Provides a simple description of how new/existing operational procedures could be used by the enterprise</li><li>• Limited or no use of industry terminology</li></ul>	1–3