2004 HSC Notes from
the Marking Centre
Business Services

Contents

2004 HSC NOTES FROM THE MARKING CENTRE BUSINESS SERVICES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Business Services. It provides comments with regard to responses to the 2004 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 2004 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.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination follow the report from the Examination Centre.

General Comments

Approximately 1650 candidates sat for the Business Services Examination this year.

Many candidates demonstrated their skills, understanding and knowledge of the syllabus and were able to use appropriate industry terminology in their responses.

The short response items were well answered and the majority of responses were kept within the lines provided. The longer response items demonstrated the use of relevant content related to appropriate workplace examples.

Section I – Multiple Choice

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

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

Section II

Question 16

(a)   The better responses correctly explained why delegation is used in the workplace, demonstrating a thorough understanding of this term.

Some poorer responses confused the term 'delegation' with a union delegate or linked the term to OHS. Others also listed some features of delegation but did not explain why it is used in the workplace.

(b)   The better responses demonstrated a clear understanding of what a performance appraisal is and why it is used in the workplace. These responses included appropriate examples.

Some poorer responses confused the term performance appraisal with offering the employee praise. Others indicated limited understanding of the definition of a performance appraisal and why it is used in the work place, and that a performance appraisal is conducted on the business as a whole rather than on individual employees.

(c)   The better responses used industry specific terminology and drew links between the relevant technologies and how they contribute to effective communication. These responses also demonstrated a thorough understanding of the syllabus by linking the correct technologies relevant for working in teams.

The poorer responses mentioned technology in general terms and often listed all types of office technology rather than the relevant terminology from the syllabus. These responses did not link how and /or why technology can contribute to effective communication.

Question 17

(a)   Candidates were required to illustrate different types of business resources. The better responses used the syllabus terminology and gave several examples such as software, human resources, stocks and supplies.

The poorer responses did not use Business Services syllabus terminology and/or listed a number of examples from the one type of resource.

(b)   Most candidates could identify a business resource.

The better responses were able to give reasons for monitoring, often giving a consequence for monitoring such as upgrading, replenishing, budgetary requirements.

Poorer responses only named a resource and did not address or could not explain the concept of why the resource is monitored.

(c)   This section was challenging for many candidates. Many did not demonstrate an understanding of the term 'organisational requirements' and discussed the importance of being organised or having an organised desk in the workplace.

Better responses addressed organisational requirements and drew a close link between the business requirements and how they affected the choice of business resources. They often provided consequences for this not being done properly. Some of the best responses were constructed quite simply and to the point.

Poorer responses were not able to link how the organisational requirements actually helped businesses determine their resources.

Question 18

(a)   The majority of responses outlined, if in some cases only briefly, two reasons why filing systems changed. Many included comments on archiving, dead and active files, technological change and size considerations.

Poorer responses indicated only one reason for change.

(b)   This part was the most challenging in Question 18. Providing differentiation between the terms security and confidentiality was not always well done.

The better responses provided reasons for confidentiality and security, an understanding of the difference between the two (if at times only implied) and consequences for the business if they were not followed.

Poorer responses usually addressed only the confidentiality part of the question.

(c)   This part was answered reasonably well overall with candidates demonstrating knowledge of a variety of types of information important to a business.

Better responses listed specific types of information collected. These made a clear connection between the information and the benefits for the business in its collection and/or the consequences of not having the information.

Poorer responses often mentioned only one type of information and did not draw a connection between that information and the business. A number of responses only mentioned types of information. The information mentioned was at times not specific to business services and answers did not show depth of understanding.

Question 19

(a)   The better responses demonstrated a clear understanding of the role of WorkCover. These gave examples of the role and outlined what that role entailed.

The poorer responses made generalised statements about WorkCover and the majority of these candidates used workers compensation as the main role of WorkCover. These did not use correct business services terminology. For example, in reference to workers compensation these responses used phrases such as 'to get money'. These did not demonstrate a clear understanding of the role of WorkCover, some even suggesting that it was an insurance scheme set up for employees.

(b) The majority of candidates wrote lengthy responses to this question often going well beyond the lines provided.

The better responses demonstrated a very good understanding of OHS and how the employee can make a difference in the workplace. These offered a few examples to help explain how an employee can contribute to OHS in the workplace.

The poorer responses listed what OHS is and did not link this back to how the employee can make a difference in the workplace. Some did not use business service examples. For example, some suggested that employees wear a safety helmet in the workplace or protective clothing.

(c) The majority of candidates confused this part of the question with part (b) and continued to explain OHS.

The better responses demonstrated understanding of the directive term in this question and explained what a safety audit is and explained why and/or how it could reduce risks in the workplace.

The poorer responses indicated a lack of understanding of what a safety audit is and showed confusion of this term with a financial audit. These responses did not use business service examples, and many did not link why and /or how a safety audit can reduce risks in the workplace.

Section III

Question 20

Better responses were written in an organised and cohesive manner. Specific computer technologies were identified and were explicitly related to the improvements in the efficiency of processing financial documents. These responses also identified specific examples of financial documents while referring to the business services environment.

Better responses demonstrated the ability to use industry terminology, clearly identifying specific workplace examples throughout.

Poorer responses were very brief and general. These responses often referred to the efficiencies of computer technology but did not provide details of the different software packages. Little reference was made of the processing of financial documents.

Poorer responses did not relate information back to the business services environment and there was a lack of industry terminology. Some responses identified the range of technology found in the business services environment and did not concentrate on computer technology.

A number of responses referred in general terms to the types of technology that would be found in the business services environment. These responses addressed the advantages and disadvantages of computer technology and had very limited use of industry terminology.

Question 21

Better responses were well structured, used precise business terminology and made reference to appropriate and detailed work place examples.

Better responses were able to provide a range of detailed examples of client contact and made a judgement on how client contact impacts on a business.

Poorer responses lacked organisation and did not use appropriate workplace examples. They outlined one form of client contact such as dress or telephone etiquette and made little or no reference to the consequences of having a poor or positive business image.

Question 22

Very few candidates attempted this question.

Better responses were well structured, frequently used business terminology and gave specific business services workplace examples. They identified various examples of government legislation, and provided a clear relationship between a business's operations and government legislation. These responses were clear on how these legislations impact on a business's operations.

Poorer responses identified some examples of government legislation and discussed the effect of legislation on the employee or workplace rather than the business's operations. These responses made use of little industry terminology and made brief or no reference to workplace examples.

Business Services

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	1	BSBCMN203A	
2	1	BSBCMN204A	
3	1	BSBCMN211A	
4	1	BSBCMN212A	
5	1	BSBCMN206A	
6	1	BSBCMN205A	
7	1	BSBCMN214A	
8	1	BSBCMN201A	
9	1	BSBCMN202A	
10	1	BSBADM305A	
11	1	BSBCMN307A	
12	1	BSBCMN213A	
13	1	BSBCMN209A	
14	1	BSBCMN207A	
15	1	BSBCMN207A	
Section II			
16 (a)	2	BSBCMN202A	
16 (b)	2	BSBCMN202A	
16 (c)	4	BSBCMN202A	
17 (a)	2	BSBCMN307A	
17 (b)	3	BSBCMN307A	
17 (c)	4	BSBCMN307A	

Question	Marks	Content	Syllabus outcomes
18 (a)	2	BSBCMN206A	
18 (b)	2	BSBCMN206A	
18 (c)	4	BSBCMN206A	
19 (a)	2	BSBCMN211A	
19 (b)	4	BSBCMN211A	
19 (c)	4	BSBCMN211A	
Section III			
20	15	BSBCMN207A, BSBADM305A, BSBCMN213A, BSBCMN214A	
21	15	BSBCMN209A, BSBCMN203A	
22	15	BSBCMN201A, BSBCMN203A, BSBCMN204A	

2004 HSC Business Services Marking Guidelines

Section II

Question 16 (a)

Competencies assessed: BSBCMN202A

MARKING GUIDELINES

Criteria	Marks
• Provides why and/or how delegation is used	2
• Shows limited understanding of term	1

Question 16 (b)

Competencies assessed: BSBCMN202A

MARKING GUIDELINES

Criteria	Marks
• Indicates the main features of at least two reasons	2
• Lists several reasons OR • Indicates the main features of one reason	1

Question 16 (c)

Competencies assessed: BSBCMN202A

MARKING GUIDELINES

Criteria	Marks
• Provides clear relationship between technology and effective communication	3–4
• Provides limited relationship between technology and effective communication	2
• Lists some example(s) of relevant technology or how technology contributes to communication	1

Question 17 (a)

Competencies assessed: BSBCMN307A

MARKING GUIDELINES

Criteria	Marks
• Uses examples to illustrate at least two types of business resources	2
• Uses examples to illustrate one type of business resource	1

Question 17 (b)

Competencies assessed: BSBCMN307A

MARKING GUIDELINES

Criteria	Marks
• Names a business resource and clearly indicates why it is monitored	3
• Names a business resource and provides reasons why it is monitored	2
• Names a business resource or provides a reason for monitoring	1

Question 17 (c)

Outcomes assessed: BSBCMN307A

MARKING GUIDELINES

Criteria	Marks
• Provides how and/or why organisational requirements are used in determining business resources	4
• Provides limited relationship between organisational requirements and business resources	3
• Names an organisational requirement and a relevant resource	2
• Names an organisational requirement	1

Question 18 (a)

Competencies assessed: BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Indicates the main features of two reasons for change	2
• Indicates the main features of one reason for change OR • Lists two reasons for change	1

Question 18 (b)

Outcomes assessed: BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Indicates the main features of the importance of following security and confidentiality procedures	2
• Demonstrates a limited understanding of security and confidentiality procedures	1

Question 18 (c)

Competencies assessed: BSBCMN206A

MARKING GUIDELINES

Criteria	Marks
• Names different types of information collected and makes a clear relationship between the information collected and its relevance to the business' needs	3–4
• Names types of information and shows limited understanding of its relevance	2
• Names types of information OR • Gives a use of the information	1

Question 19 (a)

Competencies assessed: BSBCMN211A

MARKING GUIDELINES

Criteria	Marks
• Indicates the role of WorkCover	2
• Gives one feature of WorkCover	1

Question 19 (b)

Competencies assessed: BSBCMN211A

MARKING GUIDELINES

Criteria	Marks
• Makes evident the relationship between an employee's action and OHS	3–4
• Provides limited evidence of the relationship between an employee's action and OHS	2
• Lists the contribution of the employee to OHS	1

Question 19 (c)

Outcomes assessed: BSBCMN211A

MARKING GUIDELINES

Criteria	Marks
• Clearly demonstrates the relationship between a safety audit and reduction of risks	3–4
• Provides limited understanding of the relationship between a safety audit and reduction of risks	2
• Lists features of a safety audit OR • Lists risks	1

Section III

Question 20

Competencies assessed: BSBCMN207A, BSBADM305A, BSBCMN213A, BSBCM214A

MARKING GUIDELINES

Criteria	Marks
• Identifies specific computer technologies and relates the implications of using these computer technologies in the efficient processing of financial documents • Communicates information using a range of precise industry terminology throughout the response, including appropriate workplace examples • Presents an organised, well-reasoned and cohesive response	13–15
• Identifies specific computer technologies and attempts to relate the implications of using these computer technologies in the efficient processing of financial documents • Uses relevant industry terminology in the response, including appropriate workplace examples • Presents an organised and well-reasoned response	10–12
• Makes general statements about computer technologies and the efficiency of processing financial documents • Uses some industry terminology and makes some reference to workplace examples • Presents information in an organised way	7–9
• Outlines computer technologies and makes reference to features of efficiency with little or no reference to financial documents • Limited use of industry terminology with limited or no workplace examples • Shows some organisation in presenting information	4–6
• Identifies some computer technologies • Limited or no use of industry terminology	1–3

Question 21

Competencies assessed: BSBCMN209A, BSBCMN203A

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed judgement of the quality of client contact and the effect this contact has on a business' image • Communicates information using a range of precise industry terminology throughout the response, including appropriate workplace examples • Presents an organised, well-reasoned and cohesive response	13–15
• Provides a less detailed judgement of the quality of client contact and the effect this contact has on a business' image • Uses relevant industry terminology throughout the response, including appropriate workplace examples • Presents an organised and well-reasoned response	10–12
• Makes some judgement of the quality of client contact and makes some general statements about the impact on a business' image • Uses some industry terminology and makes some reference to workplace examples • Presents information in an organised way	7–9
• Outlines quality of client contact • Limited use of industry terminology with limited or no workplace examples • Shows some organisation in presenting information	4–6
• Identifies some client contact • Limited or no use of industry terminology	1–3

Question 22

Competencies assessed: BSBCMN201A, BSBCMN203A, BSBCMN204A

MARKING GUIDELINES

Criteria	Marks
• Provides a clear relationship between a business' operations and government legislation • Uses a range of precise industry terminology throughout the response including appropriate workplace examples • Presents an organised, well-reasoned and cohesive response	13–15
• Provides some relationship between a business' operation and government legislation • Uses relevant industry terminology and appropriate workplace examples • Presents an organised and well-reasoned response	10–12
• Makes general statements about a business' operations and government legislation • Uses some industry terminology and makes some reference to workplace examples • Presents information in an organised way	7–9
• Outlines some examples of government legislation with little or no reference to business operations • Limited use of industry terminology with limited or no use of workplace examples • Shows some organisation in presenting information	4–6
• Identifies some government legislation • Limited or no use of industry terminology	1–3