

GENERAL COMMENTS

The key to achieving high marks in the Industry and Enterprise examination was the student's ability to communicate their knowledge and understanding of the study by comprehensively addressing all parts of the question. Students and teachers are reminded that any key knowledge or key skill set out in the study design may be assessed and so students need to be prepared for this. In 2014, there was some concern about the limited knowledge demonstrated in, and misunderstandings of, parts of the study. More specifically, a large number of students did not make any comment on the links between technology and innovation in the context of an enterprise culture or on environmental sustainability as an opportunity for change. In addition, the distinction between formal and informal training was not made.

An understanding of the requirements of commonly used task words was essential to do well in the examination. Many students fully responded to these task words, enabling them to achieve full marks for questions. Students are encouraged to ensure that they are able to write responses to key aspects of the study, responding to a variety of task words. 'Evaluate' is a task word often found in this examination. In the 2014 examination, students who used a logical process in evaluating were most likely to score high marks. Typically, this process was to introduce the topic and then elaborate on strengths and limitations. These main points were then drawn together in a concluding evaluative paragraph so that the evidence already provided could support the overall position. Students who used this approach scored higher than those who began their response with a statement like 'the workplace demonstrated this to a significant extent'. Students and teachers should also note that for high marks, the task word 'compare' requires comment on similarities and differences between the terms, rather than definitions of each termed linked by a word such as 'whereas'.

Students are reminded that stimulus material given on the examination needs to be carefully read and reflected on, and opportunities sought to include aspects of it in responses. Students are encouraged to develop this skill during the year.

In addition, students should:

- attempt all questions and all parts of a question
- avoid wasting time by rewriting the question as an introduction in their responses
- focus on learning key knowledge for each dot point rather than drafting prepared answers for key topics as formulaic answers may not address the requirements of a question
- carefully consider the selection of examples, including stakeholders, to illustrate or frame responses.

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding errors resulting in a total less than 100 per cent.

Question 1a.

Marks	0	1	2	Average
%	20	41	39	1.2

This question required a description of how Jeremy could have developed his planning and organising skills. Students who simply described the skill set were not awarded marks.

The following is an example of a high-scoring response.

Jeremy could develop these skills by listing key tasks and developing a sequence and timeline to achieve them. To do this he may need to research by collecting, analysing and organising required information. He should establish goals and targets for himself and other members of the school based project. He will also need to ensure that resources are available when required so that everyone can have the best chance of achieving targets and goals.

Question 1b.

Marks	0	1	2	Average
%	13	39	48	1.4

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Students could have described any other work-related skill that Jeremy could use in his role as manager. This included communication, problem-solving and the ability to use technology. The majority of students were able to identify and describe a relevant work-related skill.

The following is an example of a high-scoring response.

Initiative, the ability to think proactively, to create ideas and see opportunities, is another skill that will assist Jeremy. It includes the ability to accept responsibility and think laterally. An important element of initiative is the ability to give and receive feedback. This skill will be important in the role as the overall project management will be central to the success of the school based project.

Question 1c.

Marks	0	1	2	3	Average
%	18	26	29	27	1.7

This question required students to link their knowledge of an individual's work-related skills to enterprise culture in the context of a community and/or work setting and a number of students were able to demonstrate a strong understanding of this relationship. The majority of students used examples, frequently drawn from their structured work placement, to support their explanation. To be awarded full marks, the response had to make it clear that the student understood the difference between generic workplace culture and enterprise culture.

The following is an example of a high-scoring response.

Work related skills cover a wide range of skills and attributes that individuals need to be effective in the workforce and in life. An enterprise culture is one where a workplace or industry is characterised by the application of these skills by workers so that the setting meets challenges proactively. Therefore if all workers are continually developing the number of enterprise skills they have as well as the ways they display them the work setting will have high levels of productivity and be open to opportunities so that it can compete in domestic and international markets. For example, if all workers in a work setting have a range of these skills they will be able to competently complete their work roles, communicate effectively with each other and solve problems and meet challenges that occur.

Question 2a.

Marks	0	1	2	3	4	Average
%	30	13	16	24	16	1.8

This question was not handled well by students. A large number of students were not able to define the term 'industry-specific competencies'. These are competencies or skills that are required for work within a particular occupation or industry, as set out by a training package. They are occupationally specific, rather than general in nature. A number of students did not answer the second part of the question, outlining how these competencies could have been developed. Students are reminded to answer all parts of a question.

Question 2b.

Marks	0	1	2	3	4	Average
%	19	11	16	17	37	2.4

The study of training is an important aspect of Industry and Enterprise. In this question students were required to give a detailed description of one type of formal training and one type of informal training that they were familiar with. Many students did not seem to understand the difference between formal and informal training. A key feature of formal training is certification. Informal training usually occurs through supervision, demonstration, mentoring and assistance.

Question 2c.

Marks	0	1	2	3	Average
%	20	25	25	29	1.6

This question was well answered by students. The majority of responses were on the effects of training on employees. While this may have been the obvious choice, students need to be aware that training has potential effects for a number of stakeholders, including employers and internal and external customers. Most responses focused on the positive effects of training. While negative effects were not required, students need to be aware of them.

The following is an example of a high-scoring response.

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Employers: Well trained workers are more likely to work with minimal supervision, accept responsibility and to use initiative. Worker productivity should increase leading to higher quality outcomes with lower errors and defects. This will not only give the employer confidence in his workers and allow them to concentrate on other aspects of the firm but should increase profits in the short term and viability in the long term. However, training is costly and can be time consuming.

Question 3a.

Marks	0	1	2	3	Average
%	22	29	28	22	1.5

Some students did not attempt this question. As Area of Study 1 in Unit 4 is solely concerned with pressures and opportunities for change, including environmental sustainability, students should have studied this area. Students are reminded that it is important to be prepared for questions from any part of the study design. To be awarded full marks, responses needed to demonstrate knowledge of environmental sustainability and of the opportunities created when industry emphasises environmental sustainability in their planning. Students who scored well generally linked their understanding of sustainability to a case study investigated in class.

The following is an example of a high-scoring response.

Sustainable agriculture is the production of food and other plant or animal products using farming techniques that protect the environment, public health, human communities, and animal welfare. This form of agriculture enables us to produce healthful food without compromising future generations' ability to do the same. Some farmers responded proactively and developed products for niche markets providing organic, low footprint and socially responsible products like RSPCA endorsed chicken products. To achieve this outcome they may have been able to access government support for research and development and innovation. This has expanded their market share and improved their reputation.

Question 3b.

Marks	0	1	2	3	4	Average
%	24	23	23	16	14	1.7

This question required students to consider the impact of an increased emphasis on environmental sustainability on any stakeholder. It was not well answered, with many responses outlining impacts on the industry itself rather than considering them from the selected stakeholder's perspective. Students are reminded to read the question carefully to determine what is being asked of them. To be awarded full marks, students needed to address positive impacts as well as challenges. Many of the high-scoring students used an example from their study during the year to demonstrate their understanding.

The following is an example of a high-scoring response.

Australian consumers are a stakeholder impacted by the increased emphasis on environmental sustainability in primary production. A challenge for consumers is that any increased costs to farmers can add costs to the product. This can often result in consumers buying cheaper overseas product to the detriment of the Australian farmers. However, the change in social values has meant that the Australian public often desire products that are healthy choices and have a low carbon footprint and are prepared to pay more for it. They may also be able to purchase a wider range of products. In addition consumer awareness of sustainability could be increased and they could take other action to protect resources.

Question 4a.

Marks	0	1	2	Average
%	19	40	41	1.2

Students earned full marks for this question if they defined 'technology' and related it to work tasks or processes. One definition is 'the use of tools and processes to complete tasks more effectively and/or efficiently in the workplace'.

Question 4b.

Marks	0	1	2	3	4	Average
%	10	25	35	15	15	2

Most students identified one of the many technological innovations of the last decade. Self-service check-outs were the most common, but a large number of other innovations were mentioned. These included water-saving technology, smart phone apps, computer-assisted cutting machines and the expanded use of the web in retail trade. Students were required to consider the benefits and challenges that the innovation has created in work tasks and processes. A number of students did not make this link and limited their response to a description of the innovation. This, in turn, limited the marks awarded.

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The following is an example of a high-scoring response.

The introduction of tablets to store client information, notes and treatment strategies after a Myotherapy treatment has had a positive impact on work organisation. Therapists are able to write notes quickly, store and retrieve information easily. The information is centrally located if the receptionist needs to look up any client details or if another therapist treats that client and it also means that the clients can have their treatment strategies emailed to them. At times this creates pressure in the workplace as some clients are very demanding and require frequent feedback with short turn-around times. This over flows into work practices where there have been changes to the day and routine. The introduction of the technology meant that the staff had to be trained to use the software program. This happened out of work hours so some staff resented giving up their time. An older staff member found the transition period very stressful as she was not confident with technology but now praises the easier work practices as boring filing has been greatly reduced.

Question 5a.

Marks	0	1	2	Average
%	20	17	63	1.4

The majority of students were able to clearly outline the key features of an enterprise culture. Some students wrote about specific capabilities, such as adaptability and problem-solving, others wrote of proactive and innovative features. Both approaches were able to score full marks. A number of students outlined the features of a generic work culture, usually shared values. These are not necessarily enterprise values and so this type of response was not awarded any marks.

Question 5b.

Marks	0	1	2	3	Average
%	12	29	36	23	1.7

This question required students to comment on the similarities and differences between teamwork and leadership. There were a large number of points that students could have made, including that leadership and teamwork both involve working and communicating with others. Members of a team and leaders must both accept responsibility for fulfilling their role and using resources effectively. They are also similar in that they contribute to the achievement of set goals. However, leadership has an additional element in that it is also concerned with motivating and inspiring others while working in a team does not necessarily involve taking charge and managing others.

Question 5c.

Marks	0	1	2	3	4	5	Average
%	20	15	19	21	13	11	2.3

In order to evaluate, students needed to apply their knowledge and understanding of enterprise culture within a community and/or work setting. Students needed to demonstrate detailed knowledge and skill, and include both benefits and limitations, before coming to a conclusion about the degree to which the setting was enterprising. The high quality of a number of responses suggests that class discussion and writing on enterprise culture in the context of the student's structured work placement had been encouraged.

The following is an example of a high-scoring response.

My work setting was at a hairdresser. The manager worked very hard to create a work environment that promoted initiative, encouraged workers to solve problems individually and together and we were certainly expected to be adaptable. For example, I was taught to sweep and clean in between clients or to offer customers tea/coffee etc. We were encouraged to work with supervisors to solve problems as they arose for example warning clients of waiting times if we were falling behind on appointments. In addition, we were expected to be adaptable with shift times and wait until the last client was completed before finishing our shift or to reduce a shift if it was quiet. However, rarely were we allowed or encouraged to take on leadership roles. There was very little opportunity to lead in the busy environment of the hairdresser, especially as I was a junior member of staff. Students in other workplaces attended regular team meetings where they were encouraged to present ideas to improve the workplace. Not only did this not happen at my workplace but when I commented about a work issue my manager did not respond positively. Overall, I think that my workplace is working toward the development of an enterprising culture, although I feel there is more to be addressed in the area of taking on leadership roles. I feel that the work environment would be even more positive if we were enabled to do so and that new ideas could be developed if we were given the opportunity to contribute more to the day-to-day operation of the salon.

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Question 6a.

Marks	0	1	2	Average
%	19	39	42	1.2

A number of definitions were accepted, including ‘international competitiveness is the degree to which a country can meet the needs of international markets, while simultaneously maintaining and expanding the real incomes of its citizens’.

Question 6b.

Marks	0	1	2	3	4	Average
%	15	15	28	19	23	2.2

In general, students’ responses addressed pressures and then opportunities. Common pressures mentioned were the high cost of labour in Australia and the risk of increasing unemployment, high distribution costs, distance from markets and the trade policies of other countries. Opportunities mentioned included locating niche products, research and development, and focusing on marketing the high quality of our products. A number of students used high-quality evidence in their responses, suggesting that they had studied current events in the Australian economy. High-scoring students demonstrated knowledge through the use of an example they had studied during the year.

The following is an example of a high-scoring response.

The closing down of the motor industry in Australia by major players like Ford, Holden and Toyota and the potential closure of SPC has highlighted the pressure on the Australian manufacturing sector. This pressure had been caused by a number of factors including the high Australian dollar and changing consumer preferences. However, many agree that the availability of low cost alternatives from overseas has been the most significant factor. The impact of this pressure will see over 8000 jobs lost from the big vehicle employers and another 45 000 in supply chain firms. As the article states while this is bleak in the short term we need to develop an approach to meet the challenge. The industry needs to invest in research and development. They could be supported by government to do this. A firm could look to find a new market or develop a new product for a niche market. SPC is one firm that has shown an innovative approach by the new supply contract with Woolworths. Existing firms may need be more flexible in work and employment practices. This will be time consuming, stressful and expensive but is clearly better to be proactive than do nothing.

Question 6c.

Marks	0	1	2	Average
%	18	29	52	1.4

The majority of responses outlined a role that the government does or could play. The government could financially support the industry by providing incentives to industries for training, taking on apprentices, lowering tariffs, decreasing business taxes or reintroducing tariffs.

Question 6d.

Marks	0	1	2	3	4	5	Average
%	16	15	24	23	10	13	2.3

Students seemed well prepared for a question of this type. Most students were able to at least offer some description of a response to pressures and opportunities for change. However, this question was an example of a question where many students did not apply their knowledge to the task word (‘evaluate’) and so were not awarded full marks. Students are reminded to clearly address all parts of the question. Many responses used material from the extract, which was acceptable.

The following is an example of a high-scoring response.

In general the Manufacturing Industry’s response to the pressure of international competitiveness has been to downsize, move offshore or close operations in Australia. The reasons for the move are the sustained strength of the Australian dollar, high production costs, and the small domestic market. From 2017 it will source most of its vehicles from neighbouring countries in Asia. This will result in huge job losses in SA and Victoria. The industry sector in Australia has been supported by protective government policies such as tariffs. The removal of these meant that the industry had to compete with other countries with vastly different economic conditions. In Australia, wages and conditions are much higher than those in many of the countries that we are competing against. In addition we have high OH&S standards to protect workers. The combined impact of these means that goods manufactured in Australia mostly have a higher price than those imported from overseas. The public needs to be persuaded to purchase the Australian-made products by innovative campaigns such as ‘Buy Australian’ or by the production of goods that, although more expensive, are perceived to be of a higher quality. Many members of the public look for value for their dollar and buy overseas products. Some firms, often small to medium sized, in the Australian manufacturing industry have

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invested in research and development and found profitable niche markets. This could be expanded to create a new market base but it seems the larger the firm the more likely they are to simply close Australian operations. Overall it is too early to accurately evaluate the industry's response.

Question 7a.

Marks	0	1	2	3	Average
%	25	28	26	20	1.4

In this question, students were required to explicitly use material in the case study to show how FreshBins had been assisted by research and development. A number of students, while showing knowledge of research and development, did not make links to FreshBins and so could not be awarded full marks.

The following is an example of a high-scoring response.

Technology-focused innovation is the use of machines or devices in the development of new or significantly improved ideas, products or processes. FreshBins were assisted to undertake significant research and development because of the government's tax incentives. This grant combined with the firm's passion to enable them to improve their ability to clean and sanitise bins. They developed a totally new method of domestic and commercial bin cleaning via the use of sophisticated 3-D robotics installed in a truck. A robotic arm does the bin handling then specifically designed sensors locate the bin which the robotic arm collects and places in the cleaning unit. The whole operation is controlled via the truck cabin. This patented robotic technology is multi-faceted and focuses on human safety, productivity and sustainability.

Question 7b.

Marks	0	1	2	3	4	Average
%	22	26	23	19	11	1.7

This question asked students to consider how innovation and technology work together to assist in the development of an enterprise culture. A number of students found this question difficult. One strategy that students could have adopted was to use a concept with which they were familiar as a springboard for the response. High-scoring responses effectively communicated the overlapping and complementary nature of innovation and technology, and how it assists the further development of an enterprise culture.

An introduction could include:

Innovation and technology are strongly linked. Innovation is about generating new ideas and new ways of doing things. Technology is the tool or process to achieve the goal of the innovation. They both support enterprise culture as they both embody the key qualities, adaptability and problem solving for example, of an enterprise culture.

Question 7c.

Marks	0	1	2	3	Average
%	34	23	27	17	1.3

A significant number of students did not attempt this question. Technology-focused innovation is the use of machines or devices in the development of new or significantly improved ideas, products or processes. High-quality responses explained how this type of innovation is encouraged in a workplace or industry with an enterprise culture and how this, in turn, supports the further development of an enterprise culture. As the question was specific to FreshBins, students were required to make links to the stimulus material to be awarded full marks.

Question 7d.

Marks	0	1	2	3	4	5	6	Average
%	21	12	20	20	13	6	8	2.4

Students selected a range of settings and innovations. High-scoring responses commented on an approach to technology within a setting rather than on one technological innovation. This type of response risked becoming a description of the technology rather than an evaluation of how the setting used the technology, so limited the response in some cases. To achieve full marks, a thorough and insightful evaluation of the use of technology-focused innovation in a community and/or work setting was required. An overall judgment of the use of technology also had to be given and supported to obtain full marks.