2024 VCE Industry and Enterprise external assessment report

General comments

The 2024 VCE Industry and Enterprise examination provided students with the opportunity to link and apply theoretical knowledge from the study design to their structured workplace learning. Generally, students were able to effectively apply their experiences of structured workplace learning and knowledge of community and workplace settings to learnt content within the examination. There were many interesting, authentic and well-applied responses as a consequence.

Most students were able to make appropriate use of the writing space provided and were generally able to accurately judge the amount of time required to devote to each question, according to mark allocation. This meant that excess writing was minimised, allowing students to keep to time and attempt more comprehensive higher-mark questions. There was evidence, however, that some students were fatigued towards the end of the examination, with some extended responses in Question 8, typically Questions 8e. and 8f., indicating that some students were rushing and as a result producing answers that were too short and/or not well thought out.

It is important to consider the following when approaching the examination:

* ‘Industry’ refers to a category of economic activity that involves the production and manufacturing of goods or the provision of services within a specific sector of the economy, and not a specific business, workplace or community setting. Questions 8e. and 8f. are examples of questions that required an industry-focused response rather than a response about a specific business or community setting.
* Students were required, on multiple occasions, to refer to a recent example or industry response. Questions 2, 5a. and 7 are examples of this. Some students relied on examples that were considerably older than the recommended four years. Students should ensure that they have several recent examples (within the last four years) of technology, innovation and industry responses prepared for such questions.
* Students must write legibly to enable assessors to read their responses. Use of paragraphs and signposting will also improve readability and maximise exam performance.
* Students are reminded to read each question carefully. When approaching a question, they should establish the key knowledge from the study design implicit within the question. Students should then also ascertain the requirements of the command term contained within the question and then deduce the approximate length of the response required taking into account the command term, depth and amount of knowledge involved, and the mark allocation. The number of allocated lines will provide some indication of the length of answer required but is not the only factor to be considered.

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 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 resulting in a total of more or less than 100 per cent.

Question 1a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 11 | 27 | 25 | 24 | 13 | 2.0 |

To gain full marks, students were expected to explain the importance of enterprising behaviours within community or workplace settings. This question was generally answered well, with common responses including the identification of enterprising behaviours such as problem solving, being adaptable or being a good communicator.

Students were generally able to explain why the nominated enterprising behaviours are important: to develop work-related skills, to be more efficient, more productive, have more ideas and to contribute more to the community or workplace setting. Higher-scoring responses provided more detailed explanations of the importance of the enterprising behaviour. Lower-scoring responses omitted details demonstrating the importance of specific enterprising behaviour(s).

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

Enterprising behaviours are essential in both community and workplace settings. One critical enterprising behaviour is problem solving. This means coming up with solutions to issues or problems that arise in the workplace. Problem solving encourages creativity and innovative thinking, leading to new solutions for existing problems and creating better ways of doing things. Problem solving can be directly linked to innovation. Again, finding better and new ways to do things and this is also crucial behaviour in a workplace as it can lead to greater efficiencies or even new products. These behaviours show that the business is being proactive in improving.

Question 1b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 4 | 19 | 35 | 26 | 17 | 2.4 |

Students were expected to provide a discussion relating to an example of how teamwork could assist in the development of an enterprise culture in a community or workplace setting with which they are familiar. This question was answered moderately well. Most responses included a discussion focused on the positives of teamwork, including the contribution that teamwork makes to an enterprise culture through communication, working together, synergies and problem solving. These types of responses typically scored 2–3 marks.

Higher-scoring responses generally consisted of two-sided (or thorough) discussions that included consideration that people within a team might have differing opinions or clash, which would hinder an enterprise culture.

Higher-scoring responses considered in detail the effect of teamwork on an enterprise culture. These students were able to identify the specific areas of enterprise culture that would be improved, i.e. more innovation, better products and more success through effective teamwork.

Lower-scoring responses generally did not include any link between teamwork and the development of an enterprise culture, and enterprise culture was more commonly an underdeveloped concept. Some students were unable to articulate exactly how teamwork would impact on or improve an enterprise culture. Some students did not explain the concept of enterprise culture well.

Question 1c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 19 | 43 | 38 | 1.2 |

This question was generally answered well. Common responses included:

* an outline of informal training, such as mentoring or shadowing a more experienced employee, which would support the development of enterprising behaviours.
* an outline of workplace learning, such as an internal induction video, which would support the development of enterprising behaviours.

Higher-scoring responses included outlines that applied correct examples of the content and linked well to developing enterprising behaviours.

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

 One type of informal training that a workplace could provide to support the development of enterprising behaviours is job shadowing. In job shadowing, an employee observes and learns from a more experienced employee as they perform their daily tasks. The purpose is to give the less experienced employee a first-hand understanding of how to handle various duties and responsibilities, as well as to observe how to approach problem-solving, decision-making, and innovation within their role. This will allow the new employee to be more confident, quicker, and therefore more able to contribute with the enterprising behaviours described.

Some responses did not include an outline of the distinct features of informal or workplace learning and instead applied examples of formal training.

Question 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| % | 37 | 21 | 12 | 12 | 5 | 13 | 1.7 |

While some answers to this question were high scoring, there was evidence that some students found this question challenging.

Students were required to evaluate a recent response by an Australian industry to the need to be more internationally competitive in global trade markets. Identification of an Australian industry was required, followed by a multi-faceted discussion about how well the nominated industry had responded to the need to be internationally competitive. High-scoring responses approached this question systematically, providing a well-structured discussion and ending with an overall judgment as to how successful the industry was based on that discussion.

A considerable number of students did not identify a recent response by an Australian industry, instead providing vague or generic answers. These responses were typically linear and did not involve a discussion. Most consisted of only a few sentences, resulting in a low mark allocation.

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

Australia's car industry is an industry that has struggled to remain internationally competitive. The companies, Ford and Holden, gave high production costs, a strong Australian dollar, and intense global competition as reasons for stopping local production. Despite government efforts to support the industry through schemes like the Automotive Competitiveness and Investment Scheme (ACIS), the industry has not been able to compete effectively on the global stage.

Despite support from the government, it was the lack of innovation and the reluctance of the car Australian manufacturers to move to newer, greener (electric and hybrid) models, and therefore not giving the customer what they wanted. This meant that other companies from overseas such as Honda and Kia were able to sell to Australia, giving customers cheaper options. Companies like Tesla and BYD were able to come in and offer electric options.

The focus in Australia has now shifted to importing vehicles, rather than manufacturing our own, so the response to be internationally competitive was not successful as the Australian car industry could not compete due to high costs and global market pressures.

Question 3a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 45 | 55 | 0.6 |

Students were expected to provide a clear, well-structured definition. This question was generally answered well. Common responses included a definition with reference to an enterprise culture including (but not limited to) values, beliefs, and ways of doing things within a community setting or organisation that are innovative/proactive and/or creative.

Low-scoring responses did not fulfil these criteria and instead referred to work-related skills generally.

Question 3b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 20 | 11 | 35 | 23 | 11 | 1.9 |

Students were required to provide a multi-faceted discussion as to the extent of a workplace or community setting having developed an enterprise culture. This question was generally answered well. Many responses included a positive discussion focused on the extent to which a workplace or community setting has developed an enterprise culture. This included workplace or community settings that encouraged leadership, teamwork, innovation etc. and had clear links to and knowledge of an enterprise culture.

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

The company that I did my SWL at invests heavily in continuous learning opportunities. Employees have access to workshops, courses, and seminars that focus on developing skills such as critical thinking, problem-solving, and adaptability. These workshops are done online. Additionally, they offer informal training methods like job shadowing and mentoring, which give practical learning. This develops an enterprise culture as it allows employees to have a wider range of skills. However, the company is not always enterprising because the management can be autocratic – directing employees and having close control over the processes. This means that some employees cannot put their ideas into practice – because they are not listened to, and it limits how enterprising people can be.

Lower-scoring responses did not fulfil the criteria of a discussion and commonly neglected how workplaces or community settings had not developed an enterprise culture.

Question 4a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 23 | 44 | 33 | 1.1 |

Responses indicated that the features of quality control were generally poorly understood. A considerable number of responses demonstrated confusion about the distinction between quality control, quality assurance and total quality management. Higher-scoring responses made it clear that quality control is a checking process that happens during or at the end of production using random samples.

The following is an example of a high-scoring response with a good understanding of quality control.

Quality control is the regular inspection and testing of products or services to ensure they meet specific criteria. The key features of Quality control include it being carried out regularly, during and or at the end of production, and when defects or non-conformities are identified, corrective action is taken to address and eliminate the cause of the problem.

Question 4b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 20 | 30 | 18 | 20 | 12 | 1.8 |

Students were required to explain how AIi could apply a quality control system to ensure high-quality production and distribution of the medical kits. Students were asked to refer to the stimulus material in their response. Generally, most students attempted to refer to the stimulus material and explain how Ali could apply a quality control system to ensure high-quality production and distribution of the medical kits.

A considerable number of responses correctly explained that the team could employ external checkers, checks at distinct stages, and training to ensure employees knew what to look for.

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

To ensure the high-quality production and distribution of medical kits, Ali could train his 30 employees to better understand the need for quality control and the impact that mistakes and poor quality could have on their clients. As this is the healthcare industry and the clients are surgeons and patients, quality is very important. Employees could be sent on courses or arranged into groups that have continuous improvement responsibilities. This means that each employee understands their part in making sure that the medical kits are perfect. Doing this will empower employees and hopefully make them more proactive in solving quality problems so that nothing leaves in a defective manner.

Low-scoring responses did not refer to the stimulus and/or included poor explanations of quality control systems generally.

Question 4c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 13 | 45 | 18 | 24 | 1.5 |

This question required a response explaining how one work-related skill could assist Ali in the quality management of the medical kit. Suitable work-related skills included teamwork, problem solving and communication, which would assist both in detection of faults and in the creation of solutions.

Responses indicated that work-related skills were generally well understood.

Responses commonly included explanations of how managing and leading, problem solving and/or teamwork could help in quality management.

Some responses fell short of providing a good explanation, and instead only provided a brief outline, not fully linking the work-related skill to quality management.

Question 5a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 49 | 16 | 35 | 0.9 |

Satisfactory responses included innovations within (approximately) the past four years, such as AI applications at work, advanced robotics in specific industries or relevant and recent applications for smartphones.

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

One recent technology-focused innovation in the Australian retail industry is the development of AI in the retail industry. Over the past four years, Australian companies have been using AI to enhance their customer interactions and improve overall shopping experience – especially online. This includes AI personalised marketing such as auto generated emails, and different adverts for different people.

Question 5b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 57 | 13 | 30 | 0.8 |

Some students were able to name and then explain one government policy that supports innovation. However, more than half did not score any marks for this question.

Acceptable government policies included, but were not limited to, CSIRO Kick-Start support, the Advancing Renewables program and the Agrifutures investment fund which supports rural industries in innovation.

Many students were able to clearly explain how the chosen grant supported innovation of ideas, creation of prototypes and research.

A substantial number of students were unable to provide a response to this question, indicating that knowledge in this content area was underdeveloped.

Question 5c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 18 | 22 | 39 | 22 | 1.6 |

Generally, students demonstrated a reasonable attempt at explaining the importance of work-related skills to the development of an innovative culture in a workplace.

Many students were able to correctly identify valid work-related skills such as problem solving, being adaptable or having good technological skills, and how these are important for developing an overall innovative culture, i.e. one in which people take business-related risks or try innovative ideas.

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

Work-related skills are important in developing an innovative culture in a workplace. These skills include problem-solving, critical thinking, creativity, and collaboration. They enable employees to approach challenges and generate fresh ideas and collaborate to implement innovative solutions. In particular communication skills ensure that ideas are shared and feedback is given. When employees possess strong work-related skills, they are more likely to take initiative and continuous improvement can occur, contributing to a culture where innovation contributes to the organisation's success.

Low-scoring responses generally did not explain the impact of a chosen work-related skill on an innovative culture.

A small number of students were unable to articulate the meaning of an innovative culture.

Question 5d.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 11 | 30 | 28 | 25 | 6 | 1.9 |

For full marks, students needed to discuss the relationship between technology and innovation. The discussion needed to include an explanation of how technology and innovation are linked (how one leads to the other) but also the limitations of the relationship or link. This could have included the idea that technology is useless in creating innovation unless employees are trained to use it properly.

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

Technology and innovation are closely related because technology often leads to innovation. When new technologies are developed, they provide tools and capabilities that can be used to create new products, processes, or services. This, in turn, drives innovation as people find creative ways to use these technologies to solve problems, improve efficiency, and enhance quality of life. An example of this is A.I. which is technology that can be used to in many different ways to make things easier and find new ways of doing things in business. However, technology is only as good as the people who use it, in that if employees are not trained in using the technology that will not be able to find innovative uses for it.

Up to 3 marks could be awarded through a focus on the positive correlation between technology and innovation, including ways that technology can create innovations through improved processes.

Some students were unable to articulate the relationship between technology and innovation, which reduced their overall marks.

Question 6a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 42 | 58 | 0.6 |

A satisfactory definition would be that research and development is carried out by governments and/or businesses and is part of an innovative culture. Research and development can involve testing ideas and feasibility, and developing prototypes to see if an idea is profitable.

A significant number of responses could not be awarded the mark due to confusing the term with market research.

Question 6b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 14 | 22 | 41 | 23 | 1.7 |

For full marks, students were required to explain the role of research and development in creating a new product. Students were required to refer to the stimulus in their answers. Generally, students were able to correctly articulate that research and development plays a significant role in creating a new product, with reference to:

* establishing how to create what the market needs.
* establishing whether the product is feasible in terms of cost and equipment and whether the business has capabilities to create the product.

Responses that referred to the stimulus generally stated the need for the business to be able to create something that is eco-friendly, non-toxic, and competitively priced.

Responses that scored fewer than 3 marks generally did not refer to the stimulus and/or confused the concept of research and development with the concept of market research.

Question 7

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 33 | 19 | 14 | 24 | 10 | 1.6 |

This question required an analysis of a recent enterprising response involving innovation within a workplace or industry with which the student was familiar. To provide an analysis, students needed to examine the enterprising response and break it down to show a thorough understanding of the topic.

Strong responses included the identification of a recent (within the last four years, approximately) enterprising/innovative response and a subsequent analysis. The analysis needed to include how the innovation worked, whom it involved and whether the response was truly innovative or what degree of success was achieved by the organisation that implemented it.

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

A recent example of an enterprising response involving innovation, is during my workplace learning at an Australian healthcare company. In response to the growing demand for telehealth services during the COVID-19 pandemic, they implemented a telehealth platform. After the pandemic this platform was used to keep providing patient care remotely, including virtual consultations, remote patient monitoring, and chatbots for help before patients could get to the doctor.

This innovation has improved healthcare services, decreased waiting times, and reduced the burden on physical clinic. This innovation has also increased the number of patients attracting younger people who don’t have time to go to the doctor, and also older people who cannot attend. It has made customers more satisfied with the service.

Some responses lacked analysis, and instead provided only a brief outline, while other responses were not founded in a recent innovative example.

Question 8a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 13 | 36 | 51 | 1.4 |

This question required students to read the stimulus materials relating to hybrid working, the reasons people worked from home in the period 2015–2023 and employees’ working arrangements in the same period. Students were then required to outline the recent changes involving people’s desire for a better working life.

Most students were able to accurately interpret the information and apply information from the stimulus to successfully address the question asked.

Acceptable responses included the desire for a better work–life balance and that more people would like to work from home or take on hybrid roles.

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

Workers generally require a better work life balance. This means less time working and more time being able to prioritise other things such as family and leisure. Source 2 shows that almost 40% of workers had such flexible work arrangements in 2023. This has increased from 2015, where at that time only around 15% of employees had flexible work arrangements where they could work from home. This is a reflection of the changing need that people have to be more flexible in their work location.

Successful application to the stimulus included the use of quotes and/or percentages.

Question 8b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 10 | 11 | 25 | 23 | 31 | 2.6 |

This question required students to explain two ways in which a workplace could support employees to achieve a better work–life balance through more flexible work arrangements. Students were directed to refer to the stimulus.

Responses were generally strong and indicated that students understood the stimulus and how it could be used to support the two ways that workplaces could support employees to achieve a better work–life balance.

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

Two ways in which a workplace could support employees to achieve a better work–life balance through more flexible work arrangements include remote work options and flexible working hours.

Allowing employees to work from home or other remote locations provides flexibility in managing both work and personal responsibilities. This reduces commuting time and offers a more comfortable and personalised working environment, which can lead to increased productivity and job satisfaction. As societal values have changed there has been a shift in more employees wanting this option.

Implementing flexible working hours, such as staggered start and finish times, compressed workweeks, or part-time options, enables employees to adjust their schedules according to their personal needs. This flexibility helps employees balance their job demands with personal commitments, making it easier to achieve a healthier work-life balance. There has been a small increase in employees being able to have flexible work agreements (from 31.9% in 2015 to 33.4% in 2023).

Correct examples of ways workplaces could support employees’ work–life balance included supporting employees through job sharing, job rotation, flexible solutions (part-time/four-day working weeks) and functionally flexible roles. These concepts were generally well understood.

Some responses lacked reference to the stimulus or provided only one way in which workplaces could support employees to achieve a better work–life balance. These responses were not awarded full marks.

Question 8c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 11 | 33 | 29 | 28 | 1.8 |

This question required students to explain how workplace flexibility can promote the development of an enterprise culture.

Generally, responses were strong and correctly included an understanding of workplace flexibility leading to greater motivation, higher productivity, efficiency and the promotion of an enterprise culture. Higher-scoring responses were able to articulate exactly how flexibility led to the development of an enterprise culture: that greater motivation, higher productivity and efficiency would in turn create better products, innovative ideas and more engaged employees.

Lower-scoring responses generally did not link back to enterprise culture and did not describe exactly how flexibility promotes an enterprise culture. These responses indicated a lack of understanding of what an enterprise culture is.

Question 8d.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 6 | 28 | 30 | 29 | 8 | 2.1 |

This question required a discussion of the importance of leadership in developing an enterprise culture. Most students articulated the role of leadership effectively, securing some marks.

Strong responses achieving full marks offered a balanced, multi-faceted discussion. These responses highlighted the benefits of leadership, such as empowering employees, encouraging responsibility, and facilitating decision-making benefiting the business. They also acknowledged the limitations of leadership, noting that it can fail, especially if it is autocratic or if employees lack training or motivation.

High-scoring responses recognised leadership as a driver of change, innovation and technology, while also considering its potential shortcomings. Lower-scoring responses tended to be one-sided (linear) and did not link leadership to the development of an enterprise culture.

Question 8e.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 30 | 13 | 28 | 13 | 18 | 1.8 |

This question required students to describe two other ways, other than a desire for a better work–life balance (which was explored in the stimulus), in which societal values and attitudes have changed in the past four years, affecting an industry with which they are familiar.

High-scoring responses used recent examples of societal values changing during the last four years that had not been previously explored in the stimulus. High-scoring responses typically described the change in values and detailed how this affected a business in its operations or product offerings.

Relevant examples included business uptake of recycled and reduced packaging, changes in operations and changes in sourcing of materials due to increased environmental awareness in the community, as well as demands from consumers for more inclusive marketing and less gender stereotyping, affecting production and marketing.

Weaker responses relied on older examples such as reducing plastic bag use or involved general statements about people wanting to care for the environment, without providing detail on how the industry has responded within the last four years.

A whole-industry response was required to answer this question successfully and achieve full marks. Responses that used a single business example could not be awarded full marks.

Question 8f.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| % | 44 | 9 | 21 | 14 | 3 | 10 | 1.6 |

An evaluative question requires a response following the format of a multi-faceted discussion with an overall judgment at the end. For this question, students were required to evaluate an industry response to the pressures and opportunities created by changing societal values and attitudes. Responses needed to include positive responses from an industry as well as the limitations in this response, i.e. the things that the industry didn’t do well.

A small number of students achieved full marks by identifying an industry, such as the car industry, and discussing both a positive and negative response to the pressures and opportunities created by changing societal values and attitudes, followed by an overall judgment on the success of the response. At this stage in the examination, many students did not appear to have the capacity to answer this question, and many responses were short, limited and were not able to address an industry response.

Many responses were one-sided and/or did not address a relevant societal value.

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

The car industry faces pressures from consumers to be more fuel efficient and environmentally friendly. Electric vehicles are more in demand and consumers are looking for reliable, well-known electric vehicles which they can plug in at home. This is a huge opportunity for industry and companies such as Tesla and BYD have seized the opportunity by creating electric vehicles that are fast and have long ranges. However, more mainstream businesses such as Ford and Holden have not been able to seize the opportunity in the same way and overall Australia is lagging in embracing electric vehicles due to a lack of support from the government. In Europe, things are different and there are many industry players – companies that are developing electric vehicles and doing it cheaper and more efficiently. Overall, the global car industry’s response to demand for electric vehicles is inconsistent. Some electric vehicles are very expensive, some are limited in supply and in some cases some companies do not yet possess the technology or the desire to meet this market want.