

# 2016 VCE VET Business examination report

## General comments

The 2016 VCE VET Business examination assessed the following units of competency.

- BSBWOR301 Organise personal work priorities and development
- BSBINM301 Organise workplace information
- BSBITU306 Design and produce business documents
- BSBPRO301 Recommend products and services
- BSBCUS301 Deliver and monitor a service to customers

The 2016 examination comprised two sections: Section A, which contained multiple-choice questions, and Section B, which required written responses to questions.

The following approaches were used when assessing students' responses.

- The competencies that are taught and being assessed relate to the business industry; therefore, the language used by students needs to reflect that industry.
- For questions requiring more than one example, full marks cannot be awarded if answers are the same.
- If a student provides more examples than is required, answers will be assessed in the order in which they are written. Additional responses are disregarded even if the initial response is incorrect and the later responses are correct.

Students and teachers should also note the following information.

- Students are encouraged to read and understand all sections of each unit of competency as listed above, including the elements and performance criteria, foundation skills, performance evidence and knowledge evidence, and assessment conditions.
- Students should reference several textbooks to gain greater understanding of the program structure.
- Students should avoid answering examination questions with one word or one phrase.
- Students' responses should use business terminology or language and be as clear as possible to demonstrate their knowledge.
- Students should avoid writing vague responses such as 'and stuff like that'. Students' answers must be specific and include sufficient detail.
- Scenarios provided as part of a question are not an answer source for a different question in the examination.
- Students should attempt to answer all questions.
- Students are encouraged to read each question carefully and respond to what has been asked. Students should write responses linked to each scenario provided.
- Students should ensure that they write their answers in the appropriate section. For example, in Question 2 some students wrote their example in the definition box and definition in the example box. This was deemed incorrect.
- Students should read a question several times if necessary to comprehend all of its requirements as the ability to follow instructions is an integral part of business practice.

- The question should not be repeated in the answer as this wastes time and space.
- Students should look for key words/terms in questions.
- The answer space provided and the marks allocated should be used as a guide to the length of the answer required.

## Specific 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 more or less than 100 per cent.

## Section A – Multiple-choice questions

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	% No Answer	Comments
1	2	91	3	3	1	
2	3	91	2	3	0	
3	45	38	15	2	0	Students struggled to select the correct option in this question. Option C indicated weighing up the circumstances of each situation, taking the organisation and the customer into consideration. Customers can make unrealistic demands and the customer service charter is a general guideline.
4	3	1	6	90	0	
5	80	3	14	3	0	
6	0	1	1	98	0	
7	40	3	5	52	0	
8	6	83	7	4	0	
9	4	2	90	4	0	
10	0	94	0	5	0	
11	0	1	47	51	1	Students struggled with Question 11. Even though files are saved in two different areas, something can still go wrong; for example, equipment failure, fire, theft, etc. Backing up files is best practice to ensure the safety of data.
12	3	2	2	93	0	
13	83	6	4	7	0	
14	76	1	19	4	0	
15	77	10	9	4	1	
16	56	15	6	23	0	
17	14	5	75	7	0	
18	8	70	13	10	1	
19	4	20	14	62	1	
20	8	9	78	5	0	

## Section B

### Question 1

Marks	0	1	2	Average
%	5	30	65	1.6

Customer loyalty cards:

- offer incentives for customers to return to a business or company by offering free, or discounts on, products and services
- reward customers and encourage positive word-of-mouth recommendations
- enable a company to track what customers are buying and how much of it they buy
- promote products and services
- retain existing customers
- acquire new customers
- keep customers happy
- build relationships/rapport
- enable contact with customers via email
- increase sales

Care and appreciate were not acceptable answers. Students generally focused only on customer benefits.

### Question 2

Marks	0	1	2	3	4	Average
%	7	5	10	16	62	3.2

	Open question	Closed question
<b>Definition</b>	<ul style="list-style-type: none"> <li>• requires the respondent to provide more than a 'yes' or 'no' response</li> <li>• requires more thought than a one-word answer</li> </ul>	<ul style="list-style-type: none"> <li>• can be answered with no more than 'yes' or 'no', or other one-word answers</li> </ul>
<b>Example</b>	<ul style="list-style-type: none"> <li>• What did you enjoy about your trip to India?</li> </ul>	<ul style="list-style-type: none"> <li>• How many people did you travel to India with?</li> </ul>

This question was generally answered well.

### Question 3a.

Marks	0	1	2	Average
%	24	45	30	1.1

Two of:

- not enough staff on at a particular time
- there was a large number of customers at that time
- staff were busy with other duties (i.e. phone calls), which took priority or time
- some customers require more of the staff members' time (they may ask more questions or have physical requirements)
- unmotivated staff.

Generally students were able to give one explanation only.

### Question 3b.

Marks	0	1	2	Average
%	7	21	73	1.7

- Area A: Only 8 customers of 15 were satisfied. Therefore, staff may require training in how to deal with customers and/or prioritising their time.
- Area B: Only 5 customers of 15 were satisfied. Therefore, staff require training in product knowledge to better assist customers in a timely fashion. An orientation program may assist staff to know who to refer customers to for assistance.
- Area C: Only 5 customers of 15 were satisfied. Therefore, staff require training in product knowledge to better assist customers.

This question was answered well. If students nominated Area D it was deemed incorrect as the survey responses indicated that staff did not require further training in that area.

### Question 3c.

Marks	0	1	2	Average
%	32	41	27	1

Two of:

- attend product presentation and trade shows
- internet research
- demonstration or observation of how to use the product
- informal/formal customer service training courses
- mentor/coach/shadowing
- seminars/webinars
- industry journals/magazines
- training manuals
- consistency in service delivery
- identify with relevant legislation – compliance.

Training as a one-word answer and 'ask a colleague/supervisor' were unacceptable. Students needed to demonstrate their knowledge and explore the various modes of professional development in more depth.

### Question 3d.

Marks	0	1	2	Average
%	11	25	64	1.6

Staff knowledge of customer service procedures is important as it enables staff to provide excellent customer service because being knowledgeable:

- helps customers, and staff are able to respond to customer queries quickly. This will encourage customer retention
- builds trust with customers, which will lead to repeat business
- indicates a reputation of reliability of products/services/the organisation, which leads to a strong brand image and an increase in sales
- builds loyalty through a positive customer service experience.

This question was generally answered well. However, many students focused on customer benefits rather than benefits to the organisation as required by the question.

**Question 4**

Marks	0	1	2	Average
%	12	39	50	1.4

A hearing-impaired customer with a complaint

- sign language
- obtain a detailed written statement of their concerns from the customer
- face the hearing-impaired person directly
- speak clearly, slowly, distinctly and loudly
- gain their attention first
- increase lighting
- take them into a quiet room
- check for understanding
- rephrase or write down information
- use hand gestures
- identify body language such as eye contact

A non-English-speaking Australian who wishes to open an account

- use a bilingual or multilingual staff member to assist the customer
- use an interpreter
- provide a brochure in their language

The responses to this question were not as specific as required. Many students gave several answers.

**Question 5**

Marks	0	1	2	3	Average
%	5	9	29	56	2.4

Explanation: Feedback enables an organisation/business to understand what they are doing well and what needs improvement.

Example: A customer survey shows that it is taking too long for orders to be processed.

Generally this question was well answered. However, some students mistook customer service delivery as delivery methods/service rather than customer service. Other students' responses lacked business terminology. Examples must be specific and include sufficient detail.

**Question 6a.**

Marks	0	1	2	Average
%	31	53	16	0.9

The function allows the insurance company to:

- target working people who can afford the products and enable the prospective customers to attend prior to going to work
- build rapport with potential customers
- show that they are a company that cares
- increase market shares
- stay competitive.

'Cost effective' was not an acceptable answer. Students struggled to fully explain why this activity would be suitable for the insurance company. Answers such as 'It's a good opportunity to have breakfast' were not acceptable.

**Question 6b.**

Marks	0	1	2	Average
%	14	45	41	1.3

- brochures/flyers
- loyalty cards
- catalogues
- newsletters
- DVD/CD/USB
- business cards of people able to assist potential customers
- merchandise (for example, a coffee mug) with the company logo on it/complimentary gift/show bag
- form for completion so the insurance company can follow-up

'Special offer' was unacceptable as it is not tangible. Providing two examples proved difficult for some students.

**Question 6c.**

Marks	0	1	2	Average
%	31	44	26	1

- advertisements (TV, radio, newspapers, online, billboards)
- client functions
- media announcements
- product launches
- web promotions, including social media
- trade show
- telemarketing
- stand in a shopping centre

Fundraiser, publicity and open day were unacceptable answers. Many students struggled to answer this question using business terminology.

**Question 6d.**

Marks	0	1	2	Average
%	17	33	50	1.3

- knowing if the money was within budget
- knowing if the money was well spent and is providing a return
- knowing what to do or not to do in the future
- understanding if the market responds to promotions (i.e. increase in sales, new customers)
- allows for greater understanding of customer needs
- may provide information on the best service delivery method
- preferred promotional method
- identifies what the customer likes and wants
- identifies what the customer dislikes

'Compare with competitors' was an unacceptable answer. Many students answered this question well.

### Question 7

Marks	0	1	2	3	Average
%	24	36	32	7	1.2

- check which is the latest information available
- date the information was created
- check that the information comes from a reliable and accurate source such as a credible website or industry/government source
- check with staff members who collect the information
- check with other appropriate staff such as a supervisor
- check version number
- check primary source

Contacting competitors by phone or email were not acceptable answers. However, checking competitors' websites and brochures was acceptable. Checking for an authorised signature did not answer the question as it does not substantiate the conflicting information on the competitor's products. Students are reminded to read the question carefully and ensure that their answer relates to the question.

### Question 8a.

Marks	0	1	Average
%	5	95	1

Administration Manager

This question was answered well.

### Question 8b.

Marks	0	1	2	Average
%	13	29	58	1.5

- price lists
- advertising schedule
- calendar of promotional activities
- sales figures
- features and benefits of products
- advertising median
- evaluations
- advertising campaigns
- information on geographical distribution
- client database to extract customer information

Complaints was an unacceptable answer. Some students were unable to relate their answers to pricing, distribution and advertising. Many students answered this question well.

**Question 8c.**

Marks	0	1	2	3	4	Average
%	4	3	20	14	58	<b>3.2</b>

- a person from marketing to design the promotion of the launch
- a person from finance to manage the budget allocated for the launch
- a person from the organisational chart, including a valid explanation of why this person would be appropriate

This question was answered well.

**Question 8di.**

Marks	0	1	Average
%	20	80	<b>0.8</b>

Agenda

This question was answered well.

**Question 8dii.**

Marks	0	1	Average
%	63	37	<b>0.4</b>

Print and collate the project report

Many students identified the project report as the task with the lowest priority but did not give further information about the specific task. Students are reminded to read the question carefully and provide specific and clear responses.

**Question 8ei.**

Marks	0	1	Average
%	24	76	<b>0.8</b>

- regular absence from work
- alcohol or other substance abuse
- increased conflict
- poor work performance
- antisocial behaviour
- lack of sleep
- not completing work tasks
- reduced quality of work
- feeling unwell

Some students identified a cause of stress rather than a sign of stress, which could not be awarded a mark.



**Question 8eii.**

Marks	0	1	2	Average
%	8	36	56	1.5

- counselling
- employee assistance programs (EAP)
- family support
- group activities
- meditation
- exercise
- sharing load/decrease workload
- time off (holiday)
- training
- extra breaks
- good work-life balance
- ask for help
- talk to supervisor
- create a work schedule
- review work schedule
- reprioritise tasks

'Delegate', 'work overtime', 'no extra work', 'longer hours' and 'take work home' were unacceptable answers.

**Question 9**

Marks	0	1	2	Average
%	26	55	20	1

- appropriate formatting
- ensures readability
- highlights modifications to be made to document prior to final output
- helps to ensure that the organisational style and layout requirements of the document are fulfilled
- saves time, resources and paper
- professional
- ensures all required information is included (such as tables, images, graphs, etc.)

Spelling/grammar was not an acceptable answer as this is not undertaken in print preview. Students' answers needed to be specific.

**Question 10a.**

Marks	0	1	2	Average
%	8	43	49	1.4

- saves time
- consistency of documents
- looks professional
- maintains corporate image
- ensures the correct format and style for the document or publication
- to ensure that the job is completed correctly the first time
- ensures that the document suits the purpose intended

This question was generally answered well.

**Question 10b.**

Marks	0	1	2	Average
%	11	26	64	1.5

- font or font size and type
- alignment
- table format
- margins
- use of logos
- borders
- headers and footers
- bullets and numbering, dot points or leader dots
- enhancing features such as bold, italics, underlining, watermarks

Pictures was an unacceptable answer. This question was answered well.

**Question 11**

Marks	0	1	2	Average
%	30	26	44	1.2

- order forms
- invoices
- receipts
- memo
- agenda
- financial statements
- survey/feedback forms
- brochure/flyer
- minutes

Logos and letterhead were unacceptable answers.

**Question 12**

Marks	0	1	2	Average
%	26	57	17	0.9

- Portrait orientation is vertically longer, while landscape orientation is horizontally wider. The paper is the same size but the direction differs.
- With portrait orientation the width of the page is shorter but the length is greater; whereas in landscape orientation the width is wider and the length is shorter.

Students could have used diagrams to answer this question.

Some students struggled to answer this question. Many students identified that portrait orientation was vertical and landscape orientation was horizontal.

**Question 13**

Marks	0	1	2	3	4	Average
%	13	20	21	24	21	<b>2.2</b>

Document	Purpose
<i>memorandum</i>	<ul style="list-style-type: none"> <li>internal document for the purposes of communication within a business; it can have documents attached</li> <li>short message</li> <li>informal</li> <li>requires no signature</li> </ul>
<i>minutes</i>	<ul style="list-style-type: none"> <li>created during a meeting, listing the items that were raised during the meeting</li> <li>official written record of a meeting</li> </ul>
<i>report</i>	<ul style="list-style-type: none"> <li>a written account or official document containing information about an event, item or subject</li> </ul>
<i>brochure</i>	<ul style="list-style-type: none"> <li>a publication that highlights the features and benefits of a product or a service or organisation</li> <li>advertising material for an organisation, product or activity</li> </ul>

Students struggled to identify the purpose of memorandum, minutes and report. Many students did not attempt to answer the purpose of a memorandum. Many students identified minutes as minutes in an hour or how long it took to do something.

**Question 14**

Marks	0	1	2	3	4	Average
%	5	11	23	31	30	<b>2.7</b>

- bold: highlights, draws attention to something
- bullets and numbering: makes for easier reading, sequences information
- shading: can be used to highlight something (for example, a title), shade headings in a table so they stand out and improve readability
- alignment: makes the text neater so the eye can follow

Many students described the function rather than describing how it can increase the readability of a document; for example, bold makes the text thicker rather than highlights and draws attention to something. Some answers were vague or unclear.

**Question 15**

Marks	0	1	2	3	Average
%	19	15	27	40	<b>1.9</b>

- formal/informal performance appraisals
- obtaining feedback from clients (face-to-face, complaints, phone calls, email, social media)
- obtaining feedback from supervisors, managers and colleagues

- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery
- increase or decrease in sales figures
- successful promotional activities
- reach key performance indicators (KPIs)
- self-assessment
- external client/customer such as supplier or distributor

Job analysis was an unacceptable answer. Some responses were vague, incorrect or repetitive; for example, if a student wrote feedback from clients that is face-to-face, feedback from a complaint by a client and feedback from a client by emails as their three sources, then they were only awarded one mark as these answers were from one source but had different modes.

### Question 16

Marks	0	1	2	Average
%	33	45	22	<b>0.9</b>

- increase or decrease in sales figures
- returned products (not returns policy)
- customer feedback positive and negative
- employee feedback
- market share
- test the product
- look at features and benefits such as durability, materials used to create product
- where products are made
- official statement made by the manufacturer
- packaging

Many students struggled to provide two ways.

### Question 17a.

Marks	0	1	Average
%	17	83	<b>0.9</b>

- Employees need to be effective and measure scheduling of tasks efficiently and be productive.
- Ensure that tasks are completed on time.

This question was answered well.

### Question 17b.

Marks	0	1	2	3	4	Average
%	38	8	36	3	15	<b>1.5</b>

- Required resources: what is needed for the task; for example, equipment, team members or people you will be working with
- Deadline(s): identifying when tasks need to be completed
- Priority: order of tasks, in a timely manner or most important to least important
- Contingency plans: what to do if something does not go to plan
- Budget: if money is involved
- Goals and objectives (used to measure work performance)

Communication was an unacceptable response. Students struggled with this question and most students could only identify goals or budget.

### Question 18

Marks	0	1	2	3	4	5	6	Average
%	37	27	14	11	5	4	2	1.4

Six of:

- complimentary close is not left aligned
- no comma after 'Yours sincerely'
- no comma after 'Dear Tess'
- letter is not dated
- no postcode in sender's address
- no extra line spacing between 'Carrie Maestro' and 'National Manager'
- no 'Enc.' included at the bottom of the letter
- no subject line
- line spacing between letterhead and start of letter should be 3–5 spaces
- no @ symbol in email address
- another line is needed above 'Yours sincerely'.

The following were not considered errors.

- colon in text in second paragraph
- information about benefits provided could be presented in a bulleted list
- reference number should be below address

This question was not well answered, indicating that students lack knowledge of setting out a business letter. Further attention is required when learning the sections and layout of a business letter as this is a very important function in business.

### Question 19

Marks	0	1	2	Average
%	54	31	15	0.6

- Microsoft support sites
- style guide from online training providers
- pop-up chat or email chat
- help function online
- company style guide on the intranet (intranet alone was acceptable)
- YouTube videos/tutorials
- forums/blogs

Unacceptable answers included Google, another browser alone, Microsoft alone, internet or websites alone, IT help desk or help button.

Many students struggled with this question. Some answers were one-word responses such as Google or manual resources such as a help button, which did not address the question. Students are again reminded to read questions carefully.

**Question 20**

Marks	0	1	2	Average
%	15	29	56	1.4

	Benefit
<b>Client</b>	<ul style="list-style-type: none"> <li>• it will lead to customer satisfaction and they will buy again</li> <li>• happy</li> <li>• satisfies or matches emotional needs and wants</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• organisation enjoys the repeat patronage of the customer</li> <li>• organisation derives the benefits of more sales, which leads to greater profits</li> <li>• provides a competitive advantage</li> <li>• supports a business idea/investment</li> <li>• reputation</li> <li>• brand image</li> <li>• word-of-mouth</li> <li>• market share increased</li> </ul>

This question was generally answered well.