2023 VCE VET Business external assessment report

General comments

The 2023 VCE VET Business examination assessed the following units of competency:

* BSBINS302 Organise workplace information
* BSBOPS304 Deliver and monitor a service to customers
* BSBPEF301 Organise personal work priorities
* BSBTEC301 Design and produce business documents
* BSBXCM301 Engage in workplace communication

Students and teachers are advised to refer to the ‘elements and performance criteria’ for each of the five units mentioned above, ensuring every section has been taught in class. These elements are available from [www.training.gov.au](http://www.training.gov.au).

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

This year’s examination was within the reach of most students since they completed most questions within the 90 minutes allocated. Most students chose the correct answers for the multiple-choice questions, demonstrating solid understanding of specific skills required in the questions.

In Section B, Question 4, Sulley created a fully blocked letter, open punctuation, based on a template that was provided. Students were required to find four style or layout errors, for four marks, from the letter Sulley had created. We could find only three errors. In all fairness to students, if a student answered the question with no correct answer, they scored one mark. Consequently, if a student found two correct answers, they were given three marks, and full marks were given for three correct answers.

Students should be more familiar with digital technologies used in a modern business (office) environment. Knowledge of writing a fully blocked letter, open punctuation is still required but students should familiarise themselves with knowledge of working with emails, use of cloud-based storage, and communicating and sharing data using collaboration platforms such as Teams and instant messaging services.

Prioritising tasks is a critical skill to be learnt from BSBPEF301 – Organise personal work priorities. In Question 12 students showed a good understanding of the use of a priority matrix when planning to complete scheduled tasks. However, many students lost marks for not following clear instructions to ‘write the corresponding letter of each task’ in the given priority matrix. Students were not awarded any mark for writing the task instead of the letter in the table. However, if the student wrote the letter and the task, marks were given.

Advice to students:

* Read the question carefully to ensure an understanding of what is being asked. The mark allocation is an indication of how much information should be provided.
* Look for key words/terms in questions and how many marks are allocated. A question asking to ‘describe’ or ‘explain’ should be answered by proving a detailed response instead of listing. Some students underlined or highlighted the key words before answering. This is encouraged.
* Attempt all questions.
* Provide only the number of answers/examples required. For example, in Section B Question 1a., students were asked to provide the name of a document based on the description provided. If a student provided two document names for that description, only the first answer was considered when awarding marks.
* Refer to previous examination reports for an indication of acceptable responses. Be mindful that responses from previous examinations must be used as a guide only. Some students had written answers from previous examinations, but the question was assessing a different skill.

Students should not:

* Repeat the question when providing responses. They should plan how much they need to write with the available space provided in the exam.
* Use generic terms such as ‘things like that’, ‘someone’, ‘something’ or the words ‘efficiently and effectively’; these are unprofessional or too vague.
* Leave any multiple-choice question unanswered.

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 of more or less than 100 per cent.

Section A – Multiple-choice questions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question | Correct answer | % A | % B | % C | % D | Comments |
| 1 | B | 2 | 95 | 2 | 0 |  |
| 2 | C | 1 | 2 | 95 | 2 | . |
| 3 | C | 1 | 1 | 97 | 1 |  |
| 4 | D | 1 | 12 | 3 | 84 | . |
| 5 | A | 36 | 43 | 1 | 20 | Correspondence is a formal way of communication between an organisation and their external customers mainly, but can also be used with internal employees. A memorandum can be sent to external customers informing them of, for example, change of business hours. An agenda is strictly used for internal purposes, and it is not sent or shared with external stakeholders. |
| 6 | C | 23 | 4 | 69 | 5 |  |
| 7 | B | 9 | 86 | 1 | 3 |  |
| 8 | A | 98 | 1 | 0 | 0 |  |
| 9 | C | 9 | 12 | 76 | 2 | Inaccurate information collected can lead to an increase in erroneous interpretation of any data collected, leading to an incorrect conclusion. |
| 10 | A | 61 | 17 | 10 | 12 | Primary source of data is first-hand information, which is usually collected by using questionnaires, face-to-face meetings and making observations. Secondary source data is information that has already been collected by someone in the past. In Option A the information being provided by the customer is a primary source and the sales data is available from an existing sales database. |
| 11 | C | 1 | 3 | 92 | 4 |  |
| 12 | B | 1 | 65 | 11 | 22 | A customer-service standard helps to define what a customer can expect from a service and how it should be delivered by the provider. Responding to email and online queries in a timely manner is the only possible answer in this question. |
| 13 | B | 1 | 92 | 5 | 1 |  |
| 14 | C | 8 | 6 | 83 | 3 |  |
| 15 | C | 11 | 7 | 69 | 12 | Students should distinguish between sources of stress and after-effects of stress. If an employee has been asked to complete an assigned task without being given appropriate training this can lead to stress. Answers A, C and D are all consequences of someone being stressed. |
| 16 | D | 17 | 1 | 1 | 81 |  |
| 17 | B | 5 | 92 | 1 | 1 |  |
| 18 | D | 5 | 3 | 2 | 90 |  |
| 19 | A | 81 | 3 | 8 | 7 |  |
| 20 | D | 4 | 4 | 5 | 87 |  |

Section B – Short answer questions

Question 1a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 12 | 14 | 28 | 35 | 11 | 2.2 |

|  |  |
| --- | --- |
| Document | Document Name |
| includes an inside address, date, salutation, body and complimentary close | business letter |
| contains a list of items to be discussed at a meeting | agenda |
| a record of discussion and action items from a meeting | minutes |
| electronic communication with a subject, message and electronic signature | email |
| a document with the date, subject, sender and list of recipients in the top section and message in the bottom section | memo / memorandum |

This question was well answered for the email document. Many students provided ‘letter’ as an answer for the last document which is incorrect. A letter will not have a list of recipients; a memorandum does.

Question 1b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 26 | 31 | 29 | 15 | 1.3 |

Acceptable answers included any three of the following:

* line/paragraph spacing
* logo use
* colour palette
* margins
* use of graphics/images
* page layout
* borders and shading
* headers and footers
* watermark

A style guide is a document created by an organisation establishing a set of standards for the writing, formatting and design of documents to be used within the entity. This allows consistency within and across all documents. Knowledge of the use of a style guide is an important skill which students should know from BSBTEC301 – Design and produce business documents.

Question 1c.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| % | 15 | 40 | 29 | 11 | 4 | 1 | 1.5 |

Acceptable answers were as follows.

|  |  |
| --- | --- |
| Formatting required | Function |
| Type very small letters above the line of text. | superscript |
| Create the appearance of darker text by adding weight to letters. | bold / CTRL+B |
| Remove text from one section to place in a different section. | cut and paste / CTRL+X, CTRL + V |
| Change the colour in a table cell. | shading / CTRL + Shift+ ~ or fill colour |
| Distribute text evenly on each line between the left and right margins. | justify / CTRL + J |
| End the current page here and start the next page. | * page break / hard page break / CTRL + enter. * section break |

Note: ‘Remove text from one section to place in a different section’: answer must use ‘cut’, as ‘copy’ retains the text in the original position.

Many students did not demonstrate knowledge of basic functions of software applications when creating business documents. Students are advised to learn these essential functions in word processing, spreadsheet and presentation applications as a bare minimum.

Question 2a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 20 | 41 | 39 | 1.2 |

Advantage (any one of the following:)

* allows for exchange of ideas
* allows for shared responsibility
* fosters teamwork
* allows multiple users to make changes
* real-time collaboration can make task quicker to complete
* shows who contributed / transparency
* less paper usage
* easy access to document from remote locations
* saves time
* avoids duplication of files.

Disadvantage (any one of the following:)

* version control issues
* requires internet connections
* people undoing/deleting the work of others leading to disagreements
* can create confusion/conflict
* can cause delays due to too many people working on a single document
* some team members may have to wait for someone to complete their section
* can cause security issues if one user’s PC has been compromised
* higher costs for training and infrastructure.

Cloud storage enables organisations to store, access and maintain data so that they do not need to own and operate their own data centres, allowing files to be shared for collaboration. Many students did not show knowledge of the costs and benefits of collaborating on a shared file.

Question 2bi.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 55 | 45 | 0.5 |

There could be several catalogues produced for March, e.g. based on different product ranges. The file does not mention the year.

There could be a catalogue produced every March. Several students wrote that the name of the file was too vague. Students failed to mention why or how the filename was vague.

Question 2bii.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 62 | 38 | 0.4 |

Any one of the following:

* March catalogue 2023
* March 2023 catalogue
* 2023 March catalogue

Note: Name must mention 2023 and not 23.

When naming a file, always put the most information first. If a file needs to be searched by date, then put the date first. A file name should be descriptive and provide contextual information.

Commons mistakes in students’ answers were: 23 was used instead of 2023; March catalogue was abbreviated to MarCat; invalid filename characters were used, such as & and ().

Question 3a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 70 | 23 | 7 | 0.4 |

A sample answer is ‘Mail merge allows the creation of multiple copies of a form document, with each copy made personalised or unique using information from a data source such as a spreadsheet or database’.

Many students seemed not to have enough knowledge about the mail merge process. Students are advised to ensure they understand how to set up a mail merge and understand the purpose of this process.

Question 3b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 56 | 44 | 0.4 |

Acceptable answers included one of the following:

* to personalise a standard business letter with a customer’s details
* to set up labels
* to set up invitations to an event
* to customise emails / send multiple emails
* to create addresses for envelopes
* to create a specific directory.

Many students provided satisfactory answers for this question.

Question 4a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 59 | 41 | 0.4 |

Either of the following was acceptable:

* word processing
* desktop publishing

Students need to differentiate between software type and application. In this question students were required to name the type of software, but many students provided ‘MS Word’ as an incorrect answer. Names of software applications were not accepted.

Question 4b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 7 | 17 | 76 | 1.7 |

Any two of the following:

* Consult the organisation’s style guide.
* Ask his supervisor/colleague/manager.
* Check available templates.
* Check a similar document that has already been produced.
* Check the policy manual.
* Contact IT department.

Note: F1 or help function, software manual, online resources or training notes were not accepted because they are sources of help but not on the organisational requirements. Most students answered this question well.

Question 4c.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 6 | 5 | 11 | 23 | 56 | 3.1 |

Error 1: too many line spaces between the date and the inside address

Error 2: the suburb/town is not on the same line as the state and postcode

Error 3: the job title of the sender is not included

Error 4: There are only three structural errors in this letter. Students score one mark for attempting the question.

As explained in the general comments section, students were not penalised for not finding four errors since there were only three. Some students mentioned there were too many spaces between date and name. The name was shown twice in the letter, once after the date and again after the inside address. Students should be specific in their answers, stating that there were too many return paragraphs between date and ‘Martin Hayworth’ or ‘inside address’.

This question was well answered.

Question 4d.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 14 | 26 | 60 | 1.5 |

|  |  |
| --- | --- |
| Error | Correction |
| now | know |
| or | our |

This question was well answered.

Question 4e.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 5 | 45 | 50 | 1.4 |

Any two of the following were acceptable:

* Upload the file to a ‘Teams’ app in a chat with the supervisor.
* Email a copy of the file to the supervisor.
* Upload the file to a folder shared with the supervisor.
* Share a link to the file with the supervisor by email or MMS (not SMS).
* Give a copy using a portable storage device, e.g. USB memory drive.

Students were awarded marks if they provided the name of any other collaboration app instead of Teams. It should be noted that Short Message Service (SMS) does not allow files to be attached; this can be done with MMS.

Question 5a.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 15 | 32 | 37 | 17 | 1.5 |

Acceptable answers included one from each distribution method if the same answer was not provided twice.

|  |  |  |
| --- | --- | --- |
| Item | Audience | Distribution Method |
| price list | customers | Any one of the following:   * email * attachment in MMS * upload on website * printed copies |
| sales report | board of directors | Any one of the following:   * email * Teams app * shared folder/file * attachment in MMS * printed copies |
| image of new work site | staff members | Any one of the following:   * Teams app * printed copies * MMS * email * upload on intranet |

Some students lost marks for providing the same response for multiple items.

Question 5b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 50 | 27 | 15 | 8 | 0.8 |

Any three from the following:

* title page
* contents
* discussion
* recommendations
* conclusion
* appendices
* references/bibliography

Business reports are critical and important sources of information to all the stakeholders involved in any organisation. When studying BSBTEC301 – Design and produce business documents, students should ensure they have a good understanding of essential business documents, including reports, and how they are structured. Many students did not provide acceptable answers. There were several mentions of charts, images and graphs, which can be found in a report but under specific sub-headings, such as ‘discussion’.

Question 5c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 5 | 3 | 37 | 54 | 2.4 |

Any three of the following:

* date/time
* name of host
* venue name
* address/location/directions
* rsvp details
* event name / name of specific function
* request for special requirements, e.g. dietary/disabled instructions
* dress code
* what to bring
* contact details.

This question was well answered.

Question 6a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 49 | 41 | 10 | 0.6 |

The following could be a sample answer:

A code of conduct sets standards/rules/guidelines for how a person should conduct themselves when representing the business (1 mark) so that they act in a way that is consistent with the business’s values (1 mark).

Students were expected to explain the expected behaviour of employees when communicating with internal staff and external customers to run an organisation more efficiently. Many students provided vague answers such as what employees could do to work in a more productive way, such as effective time-management, prioritising work and learning new skills.

Question 6b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 42 | 48 | 10 | 0.7 |

Any two of the following were acceptable:

* use of social media
* email use
* phone etiquette
* staff meeting etiquette
* face-to-face meeting with customers
* any example of appropriate or inappropriate behaviour

Many students did not show an understanding of what a code of conduct is in Question 6 and could not provide satisfactory answers as to when and where this code could be applied.

Question 6c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 12 | 33 | 55 | 1.4 |

Any answers in line with the following list were acceptable:

* have different religious and cultural values
* ethnicity/race
* gender identity
* sexual orientation
* age differences
* education levels
* economic/social status
* language barriers
* different customs/greetings
* different ways of doing things
* styles of dress / uniform
* mannerism and body language
* male-female segregation
* dietary requirements

Most students answered this question well.

Question 7a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 34 | 41 | 26 | 1.0 |

Rapport is defined as a friendly, harmonious relationship with mutual agreement, understanding and empathy that makes the communication flow well, making interactions with another person easier. To build rapport, any two answers from the following were accepted:

* find a common interest to discuss
* active listening
* smile when communicating
* use concrete language / avoid being vague
* establish trust by putting yourself in the shoes of the customer
* use positive body language
* show you are genuinely interested
* address the customer using their preferred name
* follow-up with customers
* be honest by providing reliable information.

Knowledge of how to build rapport is a requirement both in BSBOPS304 – Deliver and monitor a service to customers and BSBXCM301 – Engage in workplace communication. Many students struggled to provide two correct answers.

Question 7b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 22 | 5 | 31 | 7 | 36 | 2.3 |

Any two of the following:

|  |  |
| --- | --- |
| Interpersonal skill | Importance when providing a service |
| active listening | to understand the customer’s needs |
| questioning/clarifying | to gather specific information from the customer |
| clear speaking / verbal skills | so that the customer understands correctly |
| negotiation | to reach an agreement that suits the customer and the business |
| patience | being friendly, genuine, taking turns in talking and listening |
| conflict resolution | finding a solution where both parties are satisfied |
| showing empathy | feeling genuinely sorry for the problem the customer may have |
| body language | using positive body language without offending |
| leadership | inspiring confidence when communicating |
| paraphrasing | ensuring both parties have agreed on what has been said |

Note: Communication is not an interpersonal skill since it includes communication via letters and emails. Too many students provided this incorrect answer.

Question 8a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 11 | 89 | 0.9 |

Customer needs should be put first by the business.

This question was well answered.

Question 8b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 46 | 44 | 10 | 0.6 |

Acceptable answers included any two of the following:

* Put out a more focused questionnaire based on key results.
* Engage customers on the phone to better understand their experience.
* Engage staff members to get their views on the customer feedback.
* Conduct industry-based research on the issues highlighted in the feedback.
* Compare it to the previous year’s results, or to other organisations, looking for patterns in the results.
* Use Net Promoter Score (NPS) to get more meaningful feedback.

The customer satisfaction survey results were provided to students and this question is asking for other methods the organisation could use for gathering feedback to get a deeper insight into customer satisfaction. It seems students did not take the time to read and understand the question.

Question 8c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 57 | 33 | 10 | 0.5 |

Acceptable answers included any two of the following:

* choose a reliable delivery/courier service
* have designated pickup location / click and collect / parcel lockers
* improved packaging methods/materials
* provide customised delivery option based on customers’ needs
* implement a better quality-control system before dispatch
* acknowledge organisation is at fault.

Many responses mentioned that the organisation should contact the supplier to find out why the products were damaged. The problem of damaged products and/or packaging has nothing to do with the supplier but the packaging process within the organisation before dispatching, and/or the courier company which may have been mishandling their products.

Question 8d.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 14 | 38 | 48 | 1.3 |

Acceptable answers included any two of the following:

* Offer a discount on a future purchase.
* Give the customer something for nothing such as a voucher or gift, upgrade, bundle offer, special pricing or similar benefits.
* Apologise to the customer and reassure them the matter is being addressed.
* Send the parcel by express shipping at no cost to the customer.
* Show willingness to help.
* Show empathy.

This question was well answered.

Question 9a.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 22 | 41 | 32 | 5 | 1.2 |

|  |  |
| --- | --- |
| Information need / characteristic | Strategy to ensure the quality of information collected |
| clear | avoid use of unnecessary jargon / technical language |
| current | Any one of the following:   * check the date of source publication * check the version number |
| relevant | Any one of the following:   * information is useful for decision-making * information is obtained from a reliable/credible source * information is necessary for making a decision on the topic |

This question assessed how the specific information collected is clear, current and relevant to the information collected. Many students did not do this correctly.

Question 9b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 78 | 22 | 0.2 |

Any one of the following:

* there is not enough information provided to fit the information needs
* there are too few facts on which to make a decision

No marks were given for answering by repeating the question, which most students did; e.g. ‘the information is not sufficient/adequate’. Students should have provided a reason why the information collected is insufficient.

Question 9c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 39 | 10 | 24 | 27 | 1.4 |

Any one of the following methods was acceptable with associated explanation.

|  |  |
| --- | --- |
| Method | Explanation |
| email | can attach the file for ease of access; can include message with the file; send directly to the supervisor / team member; reasonably secure way of sharing the file |
| Teams app / any collaboration app | can attach the file for ease of access; can include message with the file; send directly to the supervisor; reasonably secure way of sharing the file |
| Shared folder/file | ease of retrieval; supervisor can make changes to the same file avoiding version issues |

Email and Teams were the most popular answers, but many students struggled to provide a valid explanation. A number of students answered ‘PowerPoint presentation’, which is incorrect. Many students wrote saving the file to the cloud but did not mention if the file was shared with any team member.

Question 10a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 53 | 47 | 0.5 |

Any one of the following was accepted:

* might need to be referred to in the future
* for compliance
* for legal reasons
* if you need to refer to a historical decision
* to make space for new files.

Archiving is an essential skill to be learnt from BSBINS302 – Organise workplace information. Several students wrote that the files are no longer used or needed. If this was the case, the files would be destroyed instead of being archived.

Question 10b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 48 | 36 | 13 | 3 | 0.7 |

|  |  |
| --- | --- |
| Process | Importance of guidelines |
| retention of files | to know how long files can be kept before being destroyed/archived |
| disposal of files | any one of the following:   * so that confidential information is destroyed and cannot be accessed by someone else * so that files are not disposed of while they still might be needed * to ensure eco-friendly disposal methods * to know which files to destroy/delete |
| version control | any one of the following:   * to ensure that current/latest documents are in use * so there is evidence of review and improvement |

Many students struggled with this question which was about the life cycle of a file, excluding the creation and naming of files. This is a critical component of BSBINS302 – Organise workplace information, and students should ensure they have an in-depth knowledge of the life cycle of files and filing systems/methods.

Question 11a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 27 | 38 | 35 | 1.1 |

Any two of the following:

* Jemimah does not have the skills/knowledge/training/experience to complete the task.
* Jemimah is distracted by other people.
* She is involved in time-wasting activities.
* Missing information/invoices / incorrect invoice info.
* There is no process in place for invoicing in the organisation.
* She has competing work demands.
* There may be unforeseen circumstances such as staff illness.
* She may be stressed.
* She receives urgent work from her manager.
* There is a technology failure.
* There is an unusually high number of invoices to be raised.

Some students wrote that Jemimah did not have enough time to raise the invoices. Time is not an issue in this scenario given that all the time Jemimah has planned for other tasks adds up to four hours for an estimated eight hours for a full-time worker. Given that she has planned work for four hours, answers stating that her work schedule is too busy were incorrect.

Question 11b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 13 | 34 | 53 | 1.4 |

Any two of the following:

* Watch a series of online tutorials.
* Undertake a short course / training.
* Learn the skills from a competent colleague/supervisor.
* Use self-paced study by reading books, manuals, guides or training notes.
* Use coaching and mentoring.

This question was well answered.

Question 11c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 32 | 47 | 20 | 0.9 |

Full marks were given when both of the following were provided; many students did not mention that a professional development activity increases the confidence of the employee when completing the task.

* Professional development improves the worker’s competency, thereby making task completion easier and more rewarding.
* It increases the level of confidence when completing tasks.

Question 12a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 16 | 6 | 21 | 3 | 55 | 2.7 |

|  |  |  |
| --- | --- | --- |
|  | Urgent | Not Urgent |
| Important | D. Prepare an agenda for a meeting scheduled this afternoon | A. Plan for an upcoming conference |
| Not Important | C. Assist a colleague with their customer-focused task that is due today | B. Replace labels on folders, changing them from black-and-white to colour |

Students were asked to write the correct letter in the cell. However, if a student wrote the letter and the task, marks were given.

This question was well answered.

Question 12b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 55 | 45 | 0.4 |

Any one of the following:

* saving resources, such as time and money
* minimising disruption to operation
* knowing exactly what to do if tasks are not completed as per original plan.

Sample answer: A contingency plan is a backup plan designed to address unexpected events that could impact a project’s timeline, budget or quality.