



2013 VCE VET Information Technology GA 2: Written examination

GENERAL COMMENTS

In general, students coped well with the 2013 VCE VET Information Technology examination and attempted most questions. The majority of students handled the questions from each unit of competency reasonably well. In general, questions based on the ‘Apply occupational health and safety procedures’ competency were handled best, followed by ‘Run standard diagnostics’, with significantly lower results for the ‘Install and optimise operating system software’, ‘Create user documentation’ and ‘Provide advice to clients’ competencies.

Again in 2013, some students merely reworded or rewrote questions without adding any new information. These responses could not be awarded any marks and the students would have been better off spending their time elaborating on the answers that they did know. Some students began their answers by copying or rephrasing the question. This technique wasted valuable examination time and the answer space.

Students need to ensure that they read the questions carefully. Some students recognised a key word or two and presented a factual answer related to those words that was out of context and did not address the question. Students need to ensure that they answer the question asked.

Students generally demonstrated good knowledge and understanding of safety issues. However, a significant number of students were unable to apply their knowledge effectively to the scenarios presented. This was evident when students provided an overview of what to do in a particular scenario, but could not describe specifically how to do it.

Questions that required analysis proved challenging for students, and a number of responses lacked sufficient detail or were only vaguely related to the situation presented in the question. In contrast, a few students gained full marks when they produced answers that were valid and well thought out.

In questions that asked for more than one example or reason, repeating answers or providing similar answers did not gain full marks. Also, in this type of question, many students offered more points than required. Students need to be aware that only the required number of points will be considered; any correct answers in addition to these will not earn marks.

The questions requiring students to demonstrate their understanding of the processes involved in a task were poorly answered.

Some students overwrote one answer with another answer. If students wish to rewrite an answer, they should cross out their mistake and write the correct answer beside it. This was particularly an issue in short-answer Question 8.

Students and teachers/trainers should note that 2013 was the last year of this version of the VCE VET IT program. From 2014, the exam will be based on Units 3 and 4 of the VCE VET ICT program, sourced from the ICA11 training package.

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.

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	Comments
1	2	1	4	93	
2	47	47	3	3	
3	3	0	87	9	

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Question	% A	% B	% C	% D	Comments
4	9	8	6	77	
5	1	58	28	13	
6	48	11	23	18	
7	73	16	7	4	
8	40	27	2	31	
9	7	9	82	2	
10	23	3	54	21	Option C does not protect against an onsite disaster, such as fire, since up to a month's worth of backup data is stored on-site. Option A is the best, where everything is backed up daily and stored off-site. Option B is also secure but is not frequent enough, while Option D is insecure as the weekly backups are on-site.
11	69	5	3	23	
12	34	5	19	43	A 64 bit CPU and motherboard and 2 GB of RAM are the minimum. The other items mentioned would improve performance but exceed the minimum cost requirement. Neither the monitor (option D) nor solid state drive (option A) is essential; however, the monitor is the cheaper option.
13	44	34	13	9	Technical specifications and network installation requirements are not user documentation, leaving only option A.
14	1	16	82	1	
15	2	12	42	44	Option C is the best answer. This is a configuration problem – the system from which Rani's computer was restored must have had different hardware and needs to have the drivers reset. Option A is irrelevant – no work has been done to evaluate. Option B is not the best answer – Rani cannot perform tasks that she previously could, so training will not change that. Option D is unnecessarily complex – the operating system worked, it was just some applications that didn't work.
16	12	70	9	9	
17	11	4	67	18	
18	7	20	5	67	
19	15	61	14	11	
20	11	9	23	57	

Section B – Short-answer questions

Question 1

Marks	0	1	2	3	Average
%	11	23	57	9	1.7

hypertext

- to provide on-screen links to explanations of key terms

instructional material or user guide

- to learn how to use the software and its features

policy and procedure documents

- to outline company expectations and processes to be followed

Very few students supplied a satisfactory answer for 'hypertext', with most students confusing it with 'hyperlink'. Responses on the other two were mostly correct.

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Question 2

Marks	0	1	2	3	Average
%	4	18	40	37	2.1

Any three of

- correct monitor height
- keyboard/mouse height
- straight back
- wrist is flat and arms are parallel to the floor
- eye/monitor distance is correct (about arm's length).

Most students supplied good answers, but many offered items not shown in the image, such as no messy cables, the chair is adjustable or the chair is ergonomic, which were not awarded marks. A few recalled a similar question from a previous examination and gave examples of poor OH&S – those answers also received no marks.

Question 3a.

Marks	0	1	Average
%	78	22	0.2

instructional or quick launch guide

Many students suggested 'user manual'; however, a user manual is a much wider-ranging document than the question required.

Question 3b.

Marks	0	1	Average
%	48	52	0.5

Novice, as this covers all users

Also accepted were answers indicating the inexperience of the user/gamer. However, the answer 'gamers' was too general and was unacceptable.

Question 3c.

Marks	0	1	Average
%	53	47	0.5

Any of

- CD
- PDF
- paper.

The justification needed to be reasonable. Some students did not understand what was meant by 'medium.'

Question 4

Marks	0	1	2	Average
%	43	35	21	0.8

Advantage (either of)

- less floor space – more people/less cost per worker for given area
- more room for other furniture

Disadvantage (any one of)

- reduced/too little leg room
- reduced workspace for clerical tasks
- might have more contact with power cables, etc.
- limited viewing angles

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Many students misinterpreted the question and answered as though the equipment was smaller but the desk size unchanged.

Question 5

Marks	0	1	2	Average
%	19	45	36	1.2

conventions

- knowing the way the client wants things laid out

format

- to influence the reader's ability to understand the documentation using size, fonts and colour

graphics

- relevant and how they fit into the layout, quality/resolution

topics

- what is covered and the level of coverage

Many students offered basic definitions of 'format,' 'graphics' or 'topics', failing to explain the design specifications involving them.

Question 6

Marks	0	1	2	3	4	Average
%	4	5	36	36	19	2.6

At least two of (IT-related)

- adjustable workstation height
- adjustable monitor height
- cables clear of chair's wheels.

Any two of (non-IT)

- suitable evacuation routes: no steps, narrow passages or tight turns
- ramp access to the building (adjacent to steps)
- workplace not in an area with lift-only access
- suitable rest rooms: appropriate height washbasins, toilets, hand dryers, etc.
- services such as water coolers, light switches and power points are at appropriate heights
- suitable width (disabled) car parking available
- non-slip floor coverings (particularly on ramps)
- doors and passageways of suitable width and kept clear.

Many students provided four correct non-IT answers. However, because at least two IT-related answers were required, they could not receive more than two marks.

This question specified 'for this new employee'. Thus OH&S points that apply to all staff were invalid answers. Answers needed to focus on the specific OH&S needs of a wheelchair-bound worker. It was also not valid to assume that the person would not be able to use a standard keyboard or mouse as the question gave no indication of this.

Question 7a.

Marks	0	1	2	Average
%	19	58	23	1.1

Question 7b.

Marks	0	1	2	Average
%	18	55	27	1.1

The required order of priority for the calls was Payroll Manager, General Manager and Human Resource Manager.

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Problem solutions included

- Payroll Manager
 - restore database from latest backup
- General Manager
 - replace printer
 - give him network access to another printer
- Human Resource Manager
 - restore network connectivity
 - resolve password issue.

Some answers only offered further descriptions of the faults, without offering a solution. Surprisingly few students got both priorities correct, but most offered satisfactory solutions.

Some students wrote ‘backup’ when they should have written ‘restore from backup.’

Question 8a.

Marks	0	1	2	3	4	Average
%	32	12	26	13	17	1.7

1. **F. Investigate logs for previous occurrence of problem**
2. Check power is on
3. **D. Make sure all components are there**
4. **C. Check components and peripheral devices are connected**
5. Stress test hard disk, CPU, cards, RAM and motherboard
6. **E. Check all software is running properly**
7. Back up system files
8. Investigate hard disk drive with disk-checking tool
9. Run disk cleanup utility
10. **B. Check antivirus software**
11. **A. Run antivirus software**
12. Document solution

Question 8b.

Marks	0	1	Average
%	27	73	0.7

In case step 8 corrupts or loses data

A common answer was ‘in case of data loss’. This was too general; students needed to recognise the enhanced potential for loss in the disk-checking process. That answer also failed to recognise that only system files were being backed up, not data.

Question 8c.

Marks	0	1	Average
%	42	58	0.6

Disk cleanup analyses the hard drive for files that are no longer of any use, and removes them.

Question 9

Marks	0	1	2	Average
%	23	61	16	1.0

A batch processing system has a scheduler, which runs programs when the resources are available to it, and returns the output, usually completing many similar tasks in the batch. Multi-tasking systems are operating systems that can run more than one program at a time.

Most students gave a good answer for ‘multi-tasking system’, but far too many students merely described a batch system by stating that it couldn’t do what a multi-tasking system can.

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The following is an example of a good response.

The way information is collected and processed is different between the two. Multitask system shares out resources to run the tasks in parallel. A batch system will queue up the tasks.

Question 10

Marks	0	1	2	3	4	Average
%	0	1	25	52	21	3.0

- Feedback helps IT staff evaluate their ability to meet clients' needs.
- Feedback might identify clients' poor work processes. This would allow IT staff to provide remedial one-on-one training.
- IT staff should obtain feedback as a professional responsibility.
- A feedback survey may encourage clients to try out relevant features of the new operating system.

Question 11

Marks	0	1	2	3	Average
%	36	34	24	6	1.0

- determine document standards and requirements
- review and obtain sign off
- produce user documentation

Most students displayed a poor knowledge of the processes involved in creating user documentation.

Question 12

Marks	0	1	2	3	4	5	Average
%	2	3	8	19	34	35	3.9

Name	Letter
Virus Detector	I
System Restore	B
Application Updater	D
File Recovery	G
Disk Format	H

Students demonstrated a good understanding of basic utility functions.

Question 13a.

Marks	0	1	Average
%	48	52	0.5

Most frequencies offered by students were accepted, provided the explanation was satisfactory. A typical answer was 'weekly, because a home PC is not heavily used'.

Some students offered only a frequency, without an explanation, and did not receive the mark.

Question 13b.

Marks	0	1	Average
%	22	78	0.8

external drive

- control over your own data
- fast data connection
- easy portability of the data

cloud service

- accessible anywhere in the world

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- data secured by service provider

This question was answered well. Either method was accepted, as long as a reasonable justification was given.

The following is an example of a good answer that justified both locations.

Simone should keep multiple backups of her files, so the use of external hard drives in addition to cloud services is a good idea.

Question 13c.

Marks	0	1	2	Average
%	20	39	42	1.2

Since it was a home computer, the files/folders that should be backed up included personal data such as photos, emails and other impossible or difficult to recover data.

In general, marks were not awarded for backing up applications or the operating system, since they could be reinstalled from the original source. Some students justified backing up freeware/shareware that was no longer available; this was acceptable.

The following is an example of a good answer.

Any important financial or personal details should be backed up as Simone will always need those. She may also want to back up pictures and documents as they may also be important.

Question 14

Marks	0	1	2	Average
%	38	43	19	0.8

Any two of

- antistatic wrist band
- antistatic mat
- vacuum cleaner that can catch fine particles of toner
- trolley for moving heavy equipment
- protective goggles/eyewear/face masks
- fire extinguisher suitable for electric fires
- first aid kit.

The responses 'fire extinguisher' and 'personal protective equipment' were too general and were not awarded marks.

There is a difference between equipment, resources and fixtures. In this question, students were specifically asked for OH&S equipment, so answers such as 'emergency power-off switch' and 'wall charts' were not awarded marks.

Question 15

Marks	0	1	2	3	4	Average
%	4	21	41	25	9	2.2

Phrase	Everyday English
google it	use a search engine
the URL for the website	the address of the website
power cycle the printer	turn the printer off, then turn it on
check the metadata for the version	check the properties for the version information

Most students gave succinct answers to some of the parts; however, many displayed a lack of knowledge of 'metadata'. Some students gave complex answers that were more technical than the original, or far from being 'everyday English'; these responses were not awarded any marks.

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Question 16a.

Marks	0	1	Average
%	61	39	0.4

Either with client(s) or with a third-party supplier (that is, either the upstream or downstream party).

Question 16b.

Marks	0	1	Average
%	71	29	0.3

One of

- to provide both parties with 'certainty'
- to prevent misunderstanding
- to provide for penalties if necessary.

Question 16c.

Marks	0	1	2	Average
%	80	16	4	0.3

Any two of the following (or similar) **measurable** items

- jobs will be classified and responded to according to classification
- 'x%' of standard jobs will be solved within 'y' days
- if specific levels are not met then the penalty will be ...
- critical jobs will be responded to within 'x' hours.

Some students understood service level agreements, although very few students received full marks for this question.

Question 17a.

Marks	0	1	2	Average
%	80	15	5	0.3

- maximum page file possible
- minimal installation of accessory software associated with an operating system to allow all space available on the hard disk to be used by graphics files

Many students missed the point of the question and described a hardware configuration, rather than a file system and memory management configuration. These responses were not awarded any marks.

Question 17b.

Marks	0	1	2	Average
%	48	42	10	0.6

Any of

- use a ghosting method to create installations
- get the master disk set up as per the client's requirements and then ghost and customise each terminal
- perform the setup over the network after hours to minimise disruption.

Question 17c.

Marks	0	1	Average
%	36	64	0.7

Any method that recognised that there are 78 clients and described how to train them using one-to-many techniques scored the mark.

Question 17d.

Marks	0	1	2	Average
%	25	40	35	1.1

A high-end graphics company cannot be dealing with an ineffective system for too long, so a period of no more than three months was acceptable. The most commonly accepted method was by emailed surveys.

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Overall, Question 17 was not well answered. Some students did not understand the difference between installing application software and installing an operating system.

Question 18a.

Marks	0	1	2	Average
%	48	45	7	0.6

Students needed to provide questions that explored the impact of a change of phone, or considered the ongoing requirements of the sales people, such as

- hooking up to a desktop/laptop
- whether to continue with the existing OS or change
- the availability of apps and transfer of apps to a new phone/different OS
- learning to use new/replacement apps.

Overall, this part was answered poorly. Too many students wrote technical questions to be asked of the salespeople selling the phones, rather than usability question addressed to the end-user staff members who would be using them. However, students who did provide end-user questions scored well.

Question 18b.

Marks	0	1	Average
%	41	59	0.6

The main concern required in this part was that there would be a new system that did not quite fit in smoothly with the existing system and certain things would need to be dealt with. The most common acceptable answer revolved around the different operating system.

This part was answered well.

Question 18c.

Marks	0	1	2	Average
%	42	39	19	0.8

Any two of

- how to get new apps from a different app store
- staff training in differences/upgrade
- connecting the different hardware
- other transfer issues.

Some students offered the answer 'teach them how to open an app'; however, since the users are not novices, this did not gain a mark.

Question 19a.

Marks	0	1	2	Average
%	52	34	14	0.6

- investigate relevant standards (industry, OH&S)
- document and agree with the OH&S Manager and/or Plant Manager

This was very poorly answered. Many students failed to understand the processes involved and merely repeated part of the question, without including additional information.

Question 19b.

Marks	0	1	Average
%	39	61	0.6

The most common answers were

- create OH&S polices for the manufacturing process, so the office and plant are not confused by irrelevant material
- update existing OH&S policies, since many items will be the same, it will take less time and it will all be together.

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The mark was awarded for a convincing argument for either option (merely ticking a box did not gain a mark). Most students who attempted this part gained the mark.