



# Victorian Certificate of Education 2009

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Figures

Words


Letter

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# INDUSTRY AND ENTERPRISE

## Written examination

Wednesday 18 November 2009

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

## QUESTION AND ANSWER BOOK

### Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	5	5	40
B	3	1	10
			Total 50

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 16 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

#### Instructions

- Write your **student number** in the space provided above on this page.
- You are encouraged to draw on your work placement and wider industry knowledge in answering questions on this paper.
- All written responses must be in English.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**SECTION A**

**Instructions for Section A**  
Answer **all** questions in the spaces provided.

**Question 1**

a. Define each of the following terms and, for each, give an example of their application in the workplace.

- mentoring

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- competency-based training

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2 + 2 = 4 marks



**Question 2****Death knell sounds for clothing industry****Tim Colebatch**Adapted from *The Age*, 26 February 2009, p.4

BETWEEN 1996 and 2006, census figures reveal, the number of Victorians employed to make clothes shrank by almost two-thirds – from 19,579 to 7051. Now hundreds more have been cast on the scrap heap of restructuring.

It is hard not to see the closure of Pacific Brands' seven factories and the loss of 1850 jobs as a virtual death notice for the Australian clothing industry. Other companies had shifted their production offshore years ago. Even Pacific Brands already had 75 per cent of its output offshore.

Clothing, footwear and textiles used to be huge employers. In 1970, Victoria alone had 64,000 clothing workers. But opening up the economy and removing protection has seen those jobs shift to China – despite a series of industry programs aimed at helping the industry survive through innovation.

All is not lost, though. Wherever you go in the world, cool kids wear Billabong and Quiksilver. Textiles firms are surviving better than clothing manufacturers.

Industry Minister Kim Carr is convinced the industry has a future here – and if he can get cabinet to act on the Textiles, Clothing and Footwear industry report delivered last September by Professor Roy Green, he might be right.

But others will argue that the failure of past industry programs to stop the job losses shows there is little the Government can do for this sector. Quite simply, labour-intensive manufacturers cannot survive in high-wage countries.

Yesterday Julia Gillard warned grimly of more to come, and promised all sorts of retraining and job search assistance for the 1850 workers laid off. Get real, Julia. Those things work when there are jobs at the end of them. There are no jobs out there now.

Victoria University economist Sally Weller and Melbourne University's Michael Webber studied what happened to those thrown out of work in 1991 and 1992. After three years, they found, only one in three had found a job of equivalent status – mostly, Dr Weller says, younger and more skilled workers. One-third found less secure jobs. And one in three never worked again – mostly older migrant women. "We're in similar circumstances now," Dr Weller says. "The outlook is not very encouraging."

What the Government can do for the victims of this and future lay-offs is to raise the mean-minded unemployment benefit of \$225 a week, so that Australians have a decent income whether they are in work or not.

- a. Describe the trend in employment in the clothing, footwear and textiles industry since 1970.

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2 marks

**b.** Explain the main factor leading to the change in the number of people employed in this industry since 1970.

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2 marks

**c.** Outline **one** role unions could play in representing the employees involved in the closure of Pacific Brands' seven factories.

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2 marks

**d.** Discuss the role of government in promoting change in the clothing, footwear and textiles industry.

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2 marks

**Question 3**

‘Innovation is a key driver of productivity and economic growth, particularly for advanced economies such as Australia. It drives the creation of new businesses and sectors and revitalises existing industries.’

Media Release: ‘Budget delivers new directions for innovation, competitiveness and productivity’, Senator the Hon Kim Carr, 13 May 2008

**a.** Define the term innovation.

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1 mark

**b.** Identify **one** reason why the Australian Government considers it necessary to promote innovation.

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1 mark

**c.** Outline **one** example of an innovative change in work practices or processes that has occurred in the last five years.

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2 marks

**d.** Explain why you consider the change you described in **part c.** as being innovative.

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2 marks

- e. Discuss how innovation can assist quality improvement.

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2 marks

**Question 4**

**a.** Describe the difference between multiskilling and flexible work practices.

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2 marks

**b.** Explain how workplace flexibility can help improve business competitiveness.

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2 marks



c. Explain **two** ways that employees and/or workplaces benefit from improved employability skills.

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4 marks

**Question 5**

a. Describe **one** benefit of occupational health and safety training for **employers**.

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1 mark

b. Select **one** form of training from the list below and describe it. Explain **one** cost and **one** benefit of this form of training for both the employer and the employee.

- on-the-job training
- off-the-job training
- self-paced learning
- flexible learning

Form of training _____	
Description _____	
_____	
_____	
Employer	Employee
Benefit	Benefit
_____	_____
_____	_____
_____	_____
_____	_____
Cost	Cost
_____	_____
_____	_____
_____	_____
_____	_____

5 marks

- c. Outline how improved training can assist in the development of an enterprise culture.

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2 marks

**SECTION B**

**Instructions for Section B**

Answer **one** question in the space provided.

**Question 1**

- a. Identify and describe the role of electronic commerce (e-commerce) in an industry you are familiar with.
  - b. Analyse, using examples, the impact of electronic commerce on **three** stakeholders in that industry.
- 4 + 6 = 10 marks

**OR**

**Question 2**

- a. Identify and describe **one** local, national or global event within the last 18 months that has affected an industry you are familiar with.
  - b. Analyse, using examples, the challenges and/or opportunities this event has presented to that industry.
- 4 + 6 = 10 marks

**OR**

**Question 3**

- a. Identify and describe the role of competency-based training (CBT) in a workplace you are familiar with.
  - b. Analyse, using examples, the impact of CBT on employees and employers in that workplace.
- 4 + 6 = 10 marks

Either **Question 1, 2** or **3**

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