



2006 VCE VET Business Administration GA 2: Written examination

GENERAL COMMENTS

The 2006 VCE VET Business Administration examination paper was based on a case study and consisted of a range of practical questions requiring short answers. This holistic assessment of the competencies enabled all students who had prepared well to succeed.

Students responded well to most questions; however, in some cases students did not appear to read the questions carefully before answering. For example, in Question 3 most students answered that a signature is required before banking a cheque, yet were unable to demonstrate this practically in Question 4b., where the third cheque was unable to be banked because it was not signed.

Generally, students needed to be more precise with their answers.

SPECIFIC INFORMATION

BSBCMN207A – Prepare and process financial/business documents

Students performed well in Questions 1c., 3 and 5a. Improvement is needed in areas covered by Questions 1bi. and bii., 2a., 2b. and 4a–b. Few students signed the deposit slip in Question 4b., and those who did often used their own signatures.

Question 1a.

Marks	0	1	2	Average
%	34	47	19	0.9

There were two parts to this answer: (1) To make small amounts of money available for minor business expenses; (2) when payment by cheque would be unsuitable. Both reasons needed to be given for full marks.

Question 1b.

Marks	0	1	2	3	Average
%	17	42	35	6	1.3

1bi.

To keep a record of the money spent and the reason why it was needed/why it was spent.

1bii.

The person receiving the money.

Question 1c.

Marks	0	1	2	Average
%	7	42	51	1.5

Answers: iii, v

Less than half the students seemed familiar with the purpose of petty cash and who should sign the voucher.

Question 2a.

Marks	0	1	2	3	4	5	6	7	8	9	10	11	Average
%	31	11	8	4	7	7	5	5	7	5	8	1	3.7

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Petty Cash Book

Date	Ref	Particulars	Receipts	Payments	GST	Stationery	Travel	Postage	Staff Amenities	Sundries
Oct 30	Chq 6636	Reimbursement	183.90							
		TOTAL	200.00							
31	048	Wrapping paper		15.95	1.45					14.50
Nov 1	049	Flowers		33.00	3.00					30.00
	050	Express Post parcel		11.33	1.03			10.30		
2	051	Taxi fare		48.40	4.40		44.00			
3	052	Display Folders		55.50	5.05	50.45				
		TOTAL		164.18	14.93	50.45	44.00	10.30		44.50
		Balance c/d		35.82						
			200.00	200.00						
		Balance b/d	35.82							
7	Chq 6341	Reimbursement chq	164.18							
			200.00							

Figures needed to be shown in full; that is, \$50.00, not \$50. Abbreviations such as c/f, c/d, b/f and b/d were accepted.

Wrapping paper could also have appeared under Stationery, and flowers could also have appeared under Staff Amenities. In both cases, the Total column and the Sundries column would change.

One mark was awarded for each line that was completed correctly.

Less than half the students were able to complete the GST column and less than half were able to balance the Petty Cash Book.

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Question 2b.

Marks	0	1	2	3	4	5	6	7	Average
%	15	11	10	10	13	11	14	17	3.7

REIMBURSEMENT CHEQUE

Date 7 November			Waterford Bank Mount Albert Branch						
To									
For			Date 7 November 2006						
	\$	c	Pay Cash		or bearer				
Balance	35 120	00	The sum of One hundred and sixty-four dollars and eighteen cents		\$164.18				
Deposits	1 330	22							
Balance	36 450	22							
This cheque	164	18			<i>C Waters</i>				
Balance	36286	04			Perfect Party Planners Ltd				
 236341 			 236341 063 33 2018 						

Few students were able to complete the cheque butt correctly.

Question 3

Marks	0	1	2	3	Average
%	6	18	38	38	2.1

Any three of:

- the amount is the same in words and figures
- the date is today's or an earlier date – may not be dated in the future
- cannot be a stale cheque (that is, 18 months old or over)
- the cheque is signed
- the cheque should be marked 'not negotiable'
- the cheque is not damaged
- the 'payee' is correct
- there is a valid signature.

Students answered this question well.

Question 4

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	Average
%	6	1	3	4	4	6	10	15	18	19	12	3	0	6.9

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4a.

4973 3588 3467 2597 Perfect Party Planners Ltd Valid from Expires 04/06 03/07	MERCHANT SUMMARY			7/11/06	
	Type	No of items	\$ Amount		
	Sales Vouchers	7	963	40	
	Less Credit Vouchers	1	120	00	
	Total	8	843	40	
If value of credits is greater than sales, enter minus sign and circle the total amount					

The Merchant Summary was often completed incorrectly. The number of items needed to be **added** and the amounts needed to be **subtracted**.

4b. Deposit slip

WATERFORD BANK		DEPOSIT SLIP	
Grey Lynn Branch			
		7 November 2006	
The sum of Five Thousand and seventy-one dollars and ten cents			
		Notes	3550 00
		Coins	455 00
		TOTAL	4005 00
		Credit Cards	843 40
		Cheques	222 70
		TOTAL	5071 10
Teller	No. of items	Paid in by <i>Susan Jenkins</i> (signature)	
FOR CREDIT OF		Account name	Account number
		Fancy Party Hire Ltd	47289
Proceeds of cheques etc. will not be available until cleared			

Reverse of deposit slip

PARTICULARS OF CHEQUES					
	Drawer	Bank	Branch	Amount	
1	K. Brown	Community	Mount Alfred	72	50
2	J. Prideaux	Federal	Morningside	150	20
3					
			TOTAL	222	70

Some students indicated that they were aware that the third cheque was not signed but still included it in the banking, even though their answer to Question 3 indicated that a signature was required before a cheque could be banked.

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Generally, the reverse of the deposit slip was well done, although the **unsigned** cheque was often included. Students seemed unable to correctly transfer amounts from other parts of the question. Students need to ensure that they read the questions carefully before answering.

If the words and figures on the deposit slip agreed, one mark was awarded, even if the total was incorrect (what was being tested was the knowledge that the words and figures should agree). If the wrong signature was used, no mark was awarded. If the student entered the third cheque on the reverse side of the deposit slip, they lost one mark only (if that information was transferred on to the actual deposit slip, it was not penalised again).

Question 5a.

Marks	0	1	2	3	4	5	6	7	Average
%	3	7	23	2	2	5	13	44	4.8

Perfect Party Planners Ltd (ABN 333 234 111) 145 Talbot Road (PO Box 1392) CHURCHFORD VIC 3148					
TAX INVOICE					
Ideal Items Incorporated Sold to: 145 Belmont Road, Churchford 3148 Victoria			Tax invoice No. T166783 Date 23/10/2006 Your order No. 4345		
Particulars	Quantity	Rate	Amount \$	GST \$	Total \$
Feathered masks	30	\$1 each	30.00	3.00	33.00
Poppers	12 boxes	\$6 per box	72.00	7.20	79.20
Assorted fancy paper hats	100	\$1 each	100.00	10.00	110.00
Happy birthday banners	10	\$4 each	40.00	4.00	44.00
TOTAL INVOICE AMOUNT				24.20	266.20

Students generally answered this question well.

Question 5b.

Marks	0	1	2	3	Average
%	8	41	14	38	1.8

Perfect Party Planners Ltd (ABN 333 234 111) 145 Talbot Road (PO Box 1392) CHURCHFORD VIC 3148					
Adjustment note					
Ideal Items Incorporated Sold to: 145 Belmont Road, Churchford 3148 Victoria			Adjustment note Number 492 Date 30/10/2006 Tax invoice No.: T166783		
Particulars	Quantity	Rate	Amount \$	GST \$	Total \$
Banners	2	\$4.00	8.00	.80	8.80
TOTAL			8.00	.80	8.80

Full marks were allocated for the date and each line that was completed correctly. Students who did not achieve full marks either inserted the wrong (or no) date, did not calculate the GST correctly (resulting in an incorrect total) or, in some cases, did not fully complete all columns, or the columns did not balance.

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BSBCM306A – Produce business documents

Students performed particularly well in Questions 6a–d., 7b., 8a–c., 10 and 12. Improvement is needed in areas covered by Questions 7a. and Q7c., 11 and 14b. In Question 11, one-third of students were unfamiliar with editing instructions and in Question 14b. students were unable to explain how to save the document appropriately.

Questions 6a–d.

Marks	0	1	2	3	4	Average
%	2	2	4	24	68	3.6

6a.

Word-processing (for example, Microsoft Word)

6b.

Spreadsheet (for example, Microsoft Excel) or an accounting software package (for example, MYOB)

6c.

Database (for example, Microsoft Access), spreadsheet (for example, Microsoft Excel) or word-processing (for example, Microsoft Word)

6d.

Presentation package (for example, Microsoft PowerPoint, Publisher or Photo store)

Students answered this question particularly well.

Question 7a.

Marks	0	1	2	3	Average
%	57	15	13	16	0.9

Any three of:

- font type and size
- spacing/layout details/margins/white-space
- document style (for example, letter – full block; memorandum – A5)
- which software program to use
- how to name the document
- where the document is to be saved – file management (drive and folder)
- backup procedures
- security requirements.

Students answered this question satisfactorily.

Question 7b.

Marks	0	1	2	3	Average
%	9	7	18	67	2.4

Type of document	Software application
<ul style="list-style-type: none"> • a list of 200 South Australian clients • roster system for covering reception during lunch times • emergency contact telephone numbers for all staff 	<ul style="list-style-type: none"> • Access (or other database software), Excel • Microsoft Project, Word, Excel • Word, Access, Excel

Students answered this question particularly well.

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Question 7c.

Marks	0	1	2	Average
%	41	24	35	1.0

Students needed to identify two features to justify their answer. One word answers did not get a mark.

For example, if Microsoft Access was chosen, the answer could have been 'the simplest/quickest way to keep records and extract information by means of using the "query" feature'.

Students had difficulty answering this question. Answers generally were not specific enough – the answer needed to relate to an aspect of the software that made it appropriate for the document type.

Question 8

Marks	0	1	2	3	Average
%	1	6	20	74	2.7

8a.

Possible responses included:

- poor light or flickering lights will cause headaches
- it can improve productivity
- it can improve employee morale
- poor light can cause eye-strain.

8b.

Possible responses included:

- to avoid backache/neck strain
- to enable you to reach the keyboard comfortably
- to prevent Occupational Overuse Syndrome (OOS) or Repetitive Strain Injury (RSI).

8c.

Possible responses included:

- so you don't have to twist or move away to reach your equipment and resources
- it is more efficient if everything you use regularly is within easy reach and you don't have to sort through odd papers, etc. that should not be there
- it allows for maximum output because you are working comfortably, and therefore reduces fatigue
- to prevent accidents (for example, objects falling off the desk, getting lost or cluttering passageways)
- to avoid/minimise wasting time.

Students answered this question particularly well.

Question 9

Marks	0	1	2	Average
%	25	27	48	1.2

9a.

Possible responses included:

- merging
- linking
- embedding
- copy and paste
- cut and paste.

9b.

Mail merge

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The majority of students answered this question well.

Question 10

Marks	0	1	2	3	4	5	6	Average
%	2	2	6	8	19	32	32	4.7

Incorrect word	Correct word
mail	male
bare	bear
pause	paws
bean	been
there	their
wails	whales

This question was answered well by the majority of students.

Question 11

Marks	0	1	2	3	4	Average
%	9	12	26	36	17	2.4

Edits	Meaning
<i>stet</i>	leave the crossed out characters in (let it stand)
<i>spell</i>	twenty-two (in words)
<i>trs</i>	transpose the words – He wanted to go first
<i>l.c.</i>	type underlined letters in lower case – Acting Chairman

Generally, students responded well to this question. Students were least familiar with the edit 'stet'.

Question 12

Marks	0	1	2	3	Average
%	17	9	23	51	2.1

Any three of the following responses:

- hard drive
- floppy disk
- USB (memory stick)
- CD-Rom
- i-Pod
- MP3 device
- DVD
- tapes
- PDA (also Blackberry, Palm Pilot)
- mobile phone.

Students responded well to this question.

Question 13

Marks	0	1	2	Average
%	27	29	44	1.2

Any two of the following responses:

- operating instructions – instructions on the use of the package
- basic features

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- special features
- maintenance
- glossary of terms
- how to install the software
- version and/or year produced (published)
- troubleshooting
- frequently asked questions (FAQs)
- shortcuts
- help desk contacts.

Students generally responded well to this question.

Question 14

Marks	0	1	2	3	4	5	6	7	Average
%	5	6	13	19	24	22	9	2	3.6

14a.

Errors included:

- letterhead – no postcode, phone number, fax number, email address, web address or state (two marks were available for the letterhead – one mark (up to two) was deducted for each error missed)
- inside address
 - there should be four spaces beneath the date
 - the m of Mr should be a capital
 - there should be no comma after Francis
- salutation
 - Mr Francis should each begin with a capital letter
 - should be positioned two lines below the inside address
- there should be single spacing between Sue Collins and Accounts Manager
- the first paragraph should be left justified (not centred) and fill the line
- there should be only two lines from the body of the letter to ‘Yours sincerely’
- the left hand margin should be wider.

Student responses generally needed to be more specific.

14b.

Any combination of the following:

- Francis/Francis, A;/Francis, Alan and Invoice 54200
- Inv 54200 and the date (for example, 18Oct06 or 18-10-2006).

Students did not respond particularly well to this question. They did not demonstrate that they knew how to follow standard saving conventions, which would enable quick identification and retrieval of the file.

BSBADM305A – Create and use databases

Students performed well in Question 15. Improvement is needed in areas covered by Questions 16, 17, 18 and 19 as students did not appear familiar with databases.

Question 15

Marks	0	1	2	3	Average
Any	8	14	34	43	2.2

Any three of the following responses:

- data can be sorted rapidly by any field
- fast and easy to extract data according to desired criteria (running a query)
- easy to generate reports

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- faster and easier to find specific records
- easier to update (edit) existing records
- easier to add new records
- allows multiple users at the same time
- able to do targeted mail outs
- more secure
- less storage needed – less physical space taken up
- able to back up
- less use of paper
- environmental benefits
- portable information
- multiple access points
- can generate forms
- greater storage space available.

Students generally responded well to this question.

Question 16

Marks	0	1	2	Average
%	29	30	41	1.1

16a.

Many small fields

16b.

Because having more fields allows more options and flexibility for easier sorting and/or selecting of data.

Students' responses indicated that they either knew the concepts of databases well or they were guessing the answers. If they had answered part a. correctly, they were generally able to respond accordingly to part b. Teachers/trainers should ensure that students learn database fundamentals.

Questions 17–18

Marks	0	1	2	3	Average
%	4	31	46	19	1.8

Question 17

Possible responses included:

- create and use a primary key (for example, a membership number or client ID)
- unique identifier
- separate I.D. code

Most students' responses were satisfactory. Cross-referencing was not an acceptable response.

Question 18

- tables
- forms

Most students' responses were satisfactory.

Question 19

Marks	0	1	2	Average
%	8	27	64	1.6

19a.

Eight fields

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19b.

Twelve records

Question 19c.

Marks	0	1	2	3	4	5	6	7	8	Average
%	16	1	2	3	7	22	46	2	2	4.5

Field name	Data type
ID/Memb ID/Client ID/Memb No	number or text
First Name	text
Last Name/Surname	text
Address/Street	text
Suburb/City/Town	text
Postcode	number or text
Phone	text
Mobile	text
Reference Number	text
Membership Number	text

Most students' responses were satisfactory; however, some students did not appear to read or understand the question and produced a variety of incorrect responses. The data type for 'Phone' and 'Mobile' had to be text.

BSBCMN302A – Organise personal work priorities and development

Students' responses were satisfactory. Improvement is needed in areas covered by Questions 20 and 21.

Question 20

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	6	22	25	18	14	11	2	0	0	1	2.6

Susan	Priority
1. Type the monthly report – three pages including spreadsheet containing monthly figures	4
2. Photocopy eight copies of the report to be handed to members at their meeting on 10 November	5 or 6
3. Complete and balance the petty cash book	2
4. Complete a request form for a cheque for reimbursement for petty cash fund	3
5. Prepare the banking	7
6. Take banking to the bank	8
7. Drop off brochure containing price list at Wonderwear Inc, two blocks away, before 2.00 pm	6 or 5
8. Post the mail on her way home	9
9. Open mail and deliver to relevant people in the organisation	1

Many students either did not read the question carefully or did not understand the importance of office routine (for example, the need to open the mail at the beginning of the day, before photocopying a report that is not due for 10 days). Students' responses suggested that they did not know the importance of the tasks involved and therefore were not able to prioritise appropriately.

Question 21

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	25	1	5	5	11	16	10	9	9	6	3	4.3

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Task	Technology
Work out how long it is going to take to type 30 pages	None
Prepare the Annual Report (30 pages)	<ul style="list-style-type: none"> • Computer: word-processing package (for example, Microsoft Word) or desktop publishing package • Printer
Proofread	None
Photocopy 20 copies – double-sided and stapled	Photocopier, Fax/copier
Prepare a covering letter to send with the report	<ul style="list-style-type: none"> • Computer: word-processing package (for example, Microsoft Word) • Printer
Prepare a list of names and addresses	<ul style="list-style-type: none"> • Computer: database package (for example, Microsoft Access), or mail merge function of Microsoft Word • Printer
Print the address labels	Printer
Stick the labels on the envelopes	None (or a labeller)
Put an Annual Report in each envelope with the covering letter	None
Stamp the envelopes	None (stamps) or franking machine or stamper or postage paid stamper

Generally, students did not respond well to this question. Some students did not seem to understand the question and wrote 'hardware' and 'software' as their answers.

Question 22a.

Marks	0	1	2	Average
%	29	35	36	1.1

Chloe would sit down with Susan and discuss Susan's competence and progress/performance, make any suggestions for improvement (if necessary), then write a formal report. She may use a checklist.

Question 22b.

Marks	0	1	2	3	4	Average
%	9	16	27	20	28	2.4

22bi.

Susan:

- so she knows how well she is doing and whether there are any areas in which she needs to improve
- to identify any further training needs.

22bii.

Perfect Party Planners Ltd:

- they need to know how well their employees are performing
- it could involve a pay rise for Susan
- they need to know who is working well, as they could be in line for promotion
- they need to know who is working poorly, so steps can be taken to improve the situation (or who to make redundant if they decide to downsize)
- to determine whether Susan needs further training
- to identify workplace improvements/needs.

Questions 22c–d.

Marks	0	1	2	3	4	Average
%	6	17	30	30	17	2.4

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22c.

Any two of the following responses:

- colleagues may comment that she is helpful and competent
- peer feedback
- customer feedback
- if she completes each task within the given times and is told it is accurate and well done
- others may ask her to do a job for them, or to share a task with them, knowing it would be well done.

'Self-assessment' was only accepted if accompanied by an appropriate explanation.

22d.

Advantages include:

- to advance her position within the firm
- to advance her career if she wants to move to a new job
- to improve motivation
- to improve self-esteem
- it may result in more money
- to keep abreast of technology

Generally, students responded satisfactorily to these questions.

BSBCMN305A – Organise Workplace Information

Students' responses were generally satisfactory. Improvement is needed in areas covered in Questions 24 and 25.

Question 23a.

Marks	0	1	2	3	4	5	6	7	8	Average
%	2	1	5	11	27	27	20	6	1	4.6

Item	Alphabetic	Numeric	Subject	Chronological	Geographic
Letters to clients/suppliers	✓				
Product listings	✓		✓		
Price lists	✓	✓			
Memos to staff	✓				
Sales territories e.g. metropolitan, regional					✓
Invoices/Statements/Financial documents		✓			
Incoming orders				✓	
Special events brochures			✓		

Two answers were accepted for 'Product listings' and 'Price lists'.

Most students demonstrated their understanding of filing classifications.

Question 23b.

Marks	0	1	2	Average
%	25	40	35	1.1

Any two of the following responses:

- discard files
- archive files
- get new filing cabinets
- shred

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- clean out
- image/scan files and discard hard copies
- cull files.

The majority of students answered this question adequately.

Question 24

Marks	0	1	2	3	Average
%	25	37	26	12	1.3

Any three of the following responses:

- filing cabinets
- vertical filing cabinets
- flat storage – horizontal filing cabinets
- rotary filing systems
- tickler files
- compactus
- off-site storage
- archive boxes
- document boxes
- concertina files.

Bookshelf/bookcase was not accepted.

Most students had difficulty listing three storage facilities.

Question 25

Marks	0	1	2	Average
%	44	17	39	1.0

Hard copy:

- cross-referencing
- file register.

Electronic:

- intranet
- network files
- copied onto other storage medium such as floppy disks, CDs, DVDs, USBs.

Students did not respond well to this question.

Question 26

Marks	0	1	2	Average
%	24	24	52	1.3

26a.

Computer print-outs may contain sensitive personal and/or business information, thus privacy/confidentiality is an issue for re-using the back of documents. The same issue applies to the paper recycling bin – privacy/confidentiality needs to be protected.

26b.

Staff need to select only non-sensitive documents for re-use. Any sensitive documents need to be shredded before going into the recycling bin.

Generally, students responded well to this question.