



2004 Industry and Enterprise Studies GA 3: Written examination

GENERAL COMMENTS

The 2004 Industry and Enterprise Studies examination continued to follow the same format as past examination papers and was worth a total of 50 marks. Students were required to answer six questions. Section A contained five questions, worth a total of 40 marks. Students were required to answer all questions in this section. There were three questions provided in Section B, from which students had to select one question. The structure of the 2004 examination paper was as follows:

Question	Type	Area of Study/Content	Marks
SECTION A	Answer all questions		
1	Short answer	Quality	10
2	Short answer	Competencies	12
3	Short answer	Occupational Health & Safety and related training	6
4	Short answer	Pressures and opportunities	4
5	Short answer	Enterprise	8
SECTION B	Choose 1 out of 3 questions		
1	Extended response	Training and workplace learning	} 10
2	Extended response	Workplace flexibility	
3	Extended response	Enterprise culture	

Choice of options

In Section B there was a choice of three questions. These questions covered different topics as shown in the table above. Question 2 proved to be the most popular choice, with 52% of students choosing to answer this question. This was followed by Question 1, which 39 % of students answered. Each of the questions in Section B provided excellent scope for students to draw on and use examples either from their work placement or from case study material covered in class.

Areas of strength and weakness

Questions that students continued to perform well on were those questions where they were able to provide relevant workplace or industry examples. Students who had regularly observed the media during the year also did well on the examination. For example, Question 3 in Section A on Occupational Health and Safety and Question 4 in Section A on the environmental impact of plastic bags in the retail industry provided students with the opportunity to draw on current events. Students who received good marks were well prepared and were able to draw on a range of examples or industries. These students used the examination time wisely.

Question 3 in Section A proved difficult for some students. This question presented a table showing work-related deaths in Victoria from 2001 to 2003. Reading and interpreting statistics is an important skill and is particularly relevant in a subject like Industry and Enterprise Studies. Unfortunately, many students were unable to describe trends in the data correctly, instead just choosing to mention figures.

Other problems that were noticed by assessors in 2004 included:

- students being unable to define terms correctly. Particular terms that caused students problems were ‘sustainable resource use’, ‘workplace flexibility’ and ‘competency-based training’.
- students who still answer more than one question in Section B. As a result, all questions attempted in this section by those students end up being done poorly.
- confusion between the terms employer and employee. If a question asks about employees (workers) then students should not write about employers (bosses or managers).

Overall, students could perform better in the examination by paying better attention to examination technique. In particular, students should:

- pay careful attention to the marks allocated for each question. The number of marks provides an indication as to how much assessors are expecting students to write. For example, if a question asks students to ‘Identify and



describe **three** generic competencies you developed as part of your work placement', and the question is worth six marks, students would be expected to name three generic competencies and describe how each of those three competencies was developed in the work placement.

- attempt all parts of each question. Don't leave questions out. Marks are not deducted for incorrect answers and assessors are generally looking to award marks, so students should attempt all questions even if they are not sure of the correct answer.
- assume that the assessor knows nothing and answer each question as clearly as possible, demonstrating their knowledge as best as possible. However, students should make sure they answer the question; too often students just write generally, writing down all they know about a topic without answering the question.
- develop a clear understanding of the meaning of instructions used in the examination paper, such as 'identify', 'describe' and 'explain'. In the 2004 paper students were asked to 'explain the difference between quality control and quality assurance'. This does not mean give a definition of the two terms. Students need to contrast the finer differences between particular terms in these questions.
- try to write neatly in the examination. If the assessor cannot read the student's handwriting, it is very hard for them to award marks even if the answer is correct.

Formula answers

The examination required students to draw on their own experience from the workplace as well as knowledge about broader Australian industry. Teachers should continue to introduce students to as many case studies, current events and examples as possible. Students should continue to familiarise themselves with current events relating to workplace and industry issues and be prepared to use these in the examination if they provide relevant examples.

SPECIFIC INFORMATION

Section A

Question 1

a. Define the following terms. For each term, give an appropriate example.

i. industry

Marks	0	1	2	Average
%	36	38	27	0.9

A group of similar organisations carrying out the same or related activities. For example, shops in a shopping centre are part of the retail industry.

ii. workplace flexibility

Marks	0	1	2	Average
%	32	45	23	0.9

This involves employers and employees thinking differently and more creatively in order to develop ways to work smarter. Flexibility has benefits for the organisation in that it can help to provide a more competitive edge. Benefits for the employee include motivation and lifestyle improvements. Workplace flexibility includes concepts like multi-skilling, the use of flexitime, telecommuting, work reorganisation and job redesign. For example, an employer may allow employees to work from home one day per week.

iii. sustainable resource use

Marks	0	1	2	Average
%	51	24	25	0.8

The wise use and management of resources so as to preserve their long-term supply for ongoing use in industry. For example, planting trees to replace those removed from forest plantations for use in the timber industry.

b. Explain the difference between quality control and quality assurance.

Marks	0	1	2	3	4	Average
%	37	20	20	12	10	1.4

Quality control and quality assurance are both quality principles. Quality control is based on Demming's principles of plan, do, check and act. It is the approach of regularly checking products in case of any defects and then fixing that problem. This method assumes that a problem is going to arise and then it will be fixed. The quality assurance method is a more holistic approach; the business has obtained a certification from a quality assurance organisation that their products, systems and processes have already met an agreed industry standard.

2004 Assessment Report



Question 2

Using your work placement from this year, answer the following questions.

a. Name your workplace and identify the industry to which it belongs.

Marks	0	1	2	Average
%	2	19	79	1.8

Students were to give the name of the workplace and the industry (for example, retail, hospitality, agriculture, dairy, general construction). If a student named just the workplace but not the industry they received only one mark. Generally, assessors were looking for commonly used industry names or those that form part of the ANZIC classification system.

b. Identify and describe three generic competencies you developed as part of your work placement.

Marks	0	1	2	3	4	5	6	Average
%	14	6	11	13	15	12	28	3.6

Students were expected to select from any three of the following, describing ways in which their skills in these competencies were enhanced during the work placement:

- Collecting, analysing and organising information

The ability to locate information, sort through it to determine what is relevant to their needs, and present it in a useful way. Students should be able to demonstrate how they evaluated both the information itself and considered the appropriateness of the sources and of the methods used to locate the required information.

- Communicating ideas and information

The capacity to communicate effectively with a wide range of people using a range of communication methods including spoken, written, graphic and other non-verbal means of expression.

- Planning and organising activities

The ability to plan and organise work activities, and to be able to evaluate their use of time and other resources; prioritising tasks and monitoring their own performance.

- Working with others and in teams

Students were expected to demonstrate their ability to interact with a range of other people both on a one to one basis and in group situations, to show an understanding of group dynamics and to describe how they were able to work effectively as a member of a team to achieve a common goal.

- Using mathematical ideas and techniques

During their work placement, students may have had the opportunity to use mathematical ideas such as space and number, or techniques such as estimation and approximation for practical purposes.

- Solving problems

Students may have been required to think critically or creatively to achieve an outcome. This competency requires the student to develop problem solving strategies for common occurrences in the workplace.

- Using technology

Students should have been able to operate equipment necessary for their work placement. This includes both information and communication technology, but may also include different forms of technology such as power tools.

c. Explain two benefits for employees of having highly developed generic competencies in the workplace.

Marks	0	1	2	3	4	Average
%	15	20	34	15	17	2.0

Students were to write about benefits for employees (not employers) in their response, including any of the following points:

- it is necessary for successful participation in the workforce (and society generally)
- employees will perform the skills required for the job successfully/possess job knowledge
- it shows a high level of professionalism
- it helps foster continuous improvement
- employees may assume a leadership role/gain promotions
- customer satisfaction results in less direct stress for the employee
- the skills are transferable – they apply to most industries, increasing the employability of workers.



Question 3

Work-related deaths 2001 to 2003, Victoria

Industry	2001	2002	2003
Construction	7	6	8
Manufacturing	4	1	1
Agriculture	12	11	8
Transport	3	8	3
Public Sector and Community Services	4	1	4
Recreation	1	3	2
Other Industries	3	4	1
Total fatalities	34	34	27

Data based on statistics from Worksafe Victoria web site
www.worksafe.vic.gov.au

a. From the above table describe two significant trends about work-related deaths in Victoria between 2001 and 2003.

Marks	0	1	2	Average
%	34	41	25	0.9

- total fatalities in the workplace between 2001 and 2003 decreased from 34 deaths to 27 deaths
- work-related deaths in the agricultural industry between 2001 and 2003 decreased from 12 deaths to 8 deaths.

In this question assessors were actually looking for trends to be described, therefore two figures from two different periods needed to be selected and students were expected to indicate the direction of the change between those two figures.

b. Identify and describe one type of occupational health and safety training method that a workplace may use to prevent workplace deaths and injuries.

Marks	0	1	2	Average
%	41	26	33	0.9

Employers must arrange training that covers health and safety issues related to the tasks being performed. This means that employees must be trained in procedures for operating equipment safely or carrying out their day-to-day tasks safely.

An alternate answer about training provided by employers in the organisation's overall approach to health and would also be acceptable.

c. Outline two strategies the government is using to improve safety in the workplace in Victoria.

Marks	0	1	2	Average
%	19	39	43	1.3

Two strategies the government is using to help improve safety in the workplace include:

- running advertising campaigns in the media to promote workplace safety
- funding training programs for employers on creating a safe workplace
- increasing penalties for employers who don't obey OH&S guidelines
- implementing stricter laws about OH&S requirements, such as OH&S training.

Increasing Workcover premiums was not accepted as a strategy the government is using unless it was tied to being an incentive to make the workplace safer.



Question 4

Bunnings bag levy working

THE number of plastic bags used by Bunnings customers has decreased 91 per cent since a bag levy was introduced six weeks ago.

Bunnings – with Keep Australia Beautiful – introduced a 10c national levy on disposable plastic bags.

‘We had hoped to achieve a 50 per cent reduction by Christmas 2003,’ Keep Australia Beautiful’s Victorian chief executive officer, Andrew LeLorinan, said yesterday.

‘But in just six weeks, the levy has resulted in a 91 per cent reduction in plastic bag use through Bunnings stores.’

Source: *Herald Sun*, 20 November, 2003

The retail industry has experienced significant pressure from environmental groups in the last two years.

a. Explain why the retail industry has experienced significant environmental pressure.

Marks	0	1	Average
%	24	76	0.8

The retail industry has faced significant pressure from environmental groups in regard to the number of plastic shopping bags the industry uses. These bags are non-biodegradable and end up in rivers and streams, causing significant damage to fauna and flora.

b. According to the above article, how has the retail industry responded to environmental pressure?

Marks	0	1	Average
%	22	78	0.8

The retail industry, and in particular Bunnings, has responded to this issue by placing a 10c levy on all plastic bags provided to customers at the checkout.

c. Identify and describe another response the retail industry could adopt to address this environmental pressure.

Marks	0	1	2	Average
%	15	29	55	1.4

Some retail stores now sell calico shopping bags as an alternative for customers. These bags can be reused each time the customer goes shopping. Another alternative would be to ban plastic bags altogether. The town of Coles Bay on Tasmania’s Freycinet Peninsular is the first town in Australia to do this. Customers now have to bring their own bags with them when they go shopping at any store in the town. Retailers do not provide plastic bags at all.

Question 5

a. Identify a well-known enterprising individual or organisation. Describe in detail, with at least two examples, how this person or organisation has been enterprising.

Marks	0	1	2	3	4	Average
%	55	15	15	4	10	1.0

In this question, answers that did not use the language of enterprise did not score marks. Students had to mention specific enterprise skills or qualities displayed by the individual or the organisation and then describe, for each skill mentioned, how the person or organisation had been enterprising. The following response was developed by the panel as an example of a high scoring answer.

An organisation that I think is enterprising is Boost Juice. I think that this organisation is enterprising because individuals in it and the company as a whole are aware of enterprising characteristics and seek to use them in their normal routine. In order to start the company Janine Allis had to take risks. She was prepared to put her family financial security at risk to follow her dream. After careful research she evaluated and managed her risk and used equity in her home to finance her business. The whole idea of going out by herself and starting a business was also a risk. Janine was also innovative and creative. She researched the concept overseas and then considered how the idea of selling healthy fruit drinks would work in Australia and the marketing that would be required. In doing this she was able to take an existing idea and put a new twist on it.

b. Choose one of the following work settings and discuss at least two reasons why it is important for individuals to be enterprising in that setting:

- self-employment

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- voluntary employment
- education

Marks	0	1	2	3	4	Average
%	32	27	22	9	10	1.4

The following response was developed by the panel as an example of a high scoring answer.

All self employed people need to be enterprising, as not only do they have to rely on themselves, but other stakeholders (employees, customers) rely on them. Most small businesses fail in the first two years of operation. One strategy that self employed people can use to increase their chances of success is to develop their enterprise skills. The Karpin Report, which identified the enterprise characteristics, did so after a great deal of research. This means that they were looking at key criteria for success. Therefore all firms and people can benefit from this. It will save individuals from doing their own research. They will probably also be able to use some of the implementation and development ideas that other people and organizations have done. Any benefits from developing and displaying the enterprising characteristics will help the individual and the organisation.

SECTION B

Question Chosen	0	1	2	3
%	3	38	51	9

Question 1a, 2a & 3a

Marks	0	1	2	3	4	Average
%	14	18	27	19	22	2.2

Question 1b, 2b & 3b

Marks	0	1	2	3	4	5	6	Average
%	19	12	22	16	16	7	7	2.5

Question 1

Topic: Training and workplace learning

a. Describe in detail the following types of workplace training

- off-the-job training
- competency-based training

Off-the-job training: Off-the-job training occurs away from the workplace. It may include seminars and courses conducted at a venue other than the workplace and these may range in length from one day to several weeks or months. Other forms of off-the-job training include formal tertiary courses such as the component of an Apprenticeship or New Apprenticeship that is conducted at TAFE. Some employees may choose to advance their career opportunities by studying at night school or by taking a university course by distance education, while at the same time working during the day.

Competency-based training: The skills required are repeated, not just performed once and forgotten. It may involve different types of training (for example, formal – VET, mentoring/coaching, on-the-job, off-the-job). CBT has become a significant method of training in Australia, with ITABs playing an integral role in its design, development and implementation. CBT has been embraced by many industries across Australia. Employees must demonstrate competence in the skills acquired; they may keep attempting the competency until they have performed it satisfactorily

b. Give two advantages of competency-based training, one for employees and one for employers. Briefly explain why these advantages are important to each group.

Advantages of competency-based training include:

- it is based on outcomes – there are measurable standards of performance
- employees may keep attempting the competency until they have achieved it
- it is relevant to the work they are performing in the workplace
- it is employment led – the training is relevant to tasks being performed in the workplace
- there is an independent assessment method
- there are no time constraints or entry restrictions for learning programs (self-paced learning)
- employees gain the benefit of having a nationally recognised qualification and relevant training that will allow them to develop skills and perhaps increase their chance of promotion.



Question 2

Topic: Workplace flexibility

a. Describe in detail two types of flexible work arrangements.

Flexible work arrangements could come from any two of the following:

- Flexible modes of employment – full time, part time, casual (paid a loading of 15% in lieu of leave entitlements), shift work, job sharing (two employees sharing a single job), telecommuting or working from home.
- Flexible Working Arrangements – flexible in how the job is designed (that is, when and how work is done) and in training and meeting times.
- Flexible Working Hours – starting and finishing times (no longer just ‘nine to five’), time off work for extra hours worked, increasing the hours of an ordinary day, consulting with employees when rostering and enabling them to exchange shifts. Staff at Coles would need to be available for early morning deliveries of fruit and vegetables but also available for late night shelf stacking. This involves rostering and employee consultation.
- Flexible Leave Arrangements – greater flexibility in the taking of annual leave and long service leave, career breaks (for example, teachers who leave to have a family are guaranteed their job back), leave without pay.

b. Give two advantages of workplace flexibility for employees. Briefly explain why these advantages are important to employees.

Workplace flexibility is important to employees because:

- it provides an opportunity to increase productivity and efficiency while taking into account the needs of employees. Effective workplace flexibility policies and practices provide employees with choices which enable them to achieve a balance between work, family and lifestyle. Workplace flexibility is about making employment and working arrangements more flexible to help meet work and client needs and the needs of employees.
- it offers a greater balance between work and life and creates better employee performance, therefore enhancing productivity.
- employers attract and retain valued employees who want flexible working arrangements. For example, a highly qualified female lawyer wanting to spend more time with a young family may work part time or telecommute.
- balanced work and personal life leads to improved attendance, job satisfaction, morale and productivity. Employees can balance study, family responsibility, voluntary (community) activities, sport and general wellness with work commitments.
- it can help facilitate the phased retirement of older workers who may have extensive skills/experience but don't want to work full time, or the phased return to work for employees after an injury, illness or parental leave.

Question 3

Topic: Enterprise culture

The Karpin Report (Enterprising Nation) placed great emphasis on the need for Australia to develop a widespread enterprise culture in both business and wider society.

a. Explain what is meant by the term ‘enterprise culture’ and why it should be encouraged in Australian industry.

An enterprising culture is one where an organisation and all stakeholders are bound by the shared values and beliefs that were identified by the Karpin Report. These include being a risk taker and being innovative and creative. This is important because, like any culture, it gives the stakeholders a common identity and sense of purpose so they will be much more likely to achieve individual and collective objectives. This is particularly important with enterprise qualities because they have long been identified as essential for quality outcomes. Enterprise qualities are compatible with those of individuals and organisations. This means that while organisations can retain their unique approach, they are also part of the Australian economy and are working together to improve Australia and to allow it to compete with the rest of world.

b. Describe in detail three ways employers could evaluate whether their businesses have an enterprise culture.

- The employer could look at whether or not the business has achieved its objectives over a specified time period. To do this they could establish targets that are linked to enterprise and then carefully monitor progress towards those targets.
- The employer could introduce staff training that focuses on enterprise qualities and then link this to performance reviews.
- The employer could see how many new ways they have done things in the organisation. They could set up staff teams, or find other ways to encourage staff and other stakeholders to share ideas for new ways to do things. That is, they could be innovative.