2022 VCE VET Business external assessment report

General comments

The 2022 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

‘BSBXCM301 Engage in workplace communication’ is a new unit of competency, which has been introduced in 2022 and there is an expectation that students have been informed about this at the start of the year. The remaining unit of competency codes have changed, but the units remain equivalent to the previous units as per the national register: [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.

Most students were able to complete the examination within the 90 minutes allocated. Only a few students left some questions unanswered.

It is important that students ensure they read each question thoroughly and highlight the important parts of each question before attempting. Many students appeared to have misread questions, resulting in incorrect answers. This applied mainly to Section B questions 6a., 6b., and 9a.

Advice to students:

* Read the question several times to ensure an understanding of what is being asked. Use the 15 minutes reading time wisely.
* Look for key words/terms in questions and how many marks are allocated. A question asking to ‘describe’ or ‘explain’ should not be answered by listing.
* Attempt all questions.
* Provide only the number of answers/examples required. Any extra response will not be considered when awarding marks.
* Refer to the previous examination reports for an indication of acceptable responses. Be mindful that responses from previous examinations must be used only as a guide.
* Use correct business terminology/language when answering questions. ‘Text size’, for example, should be expressed as ‘font size’. Many students used this incorrect term in response to Question 10d.

Students should not:

* try to use responses from previous examination questions
* use generic terms such as ‘things like that’, ‘someone’, ‘something’, or the words ‘efficiently and effectively’; these are unprofessional or too vague
* repeat the question in the answer, this wastes time and space
* rewrite the question as the answer.

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

Shading indicates the correct response.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question | Correct answer | % A | % B | % C | % D | Comments |
| **1** | D | 2 | 2 | 21 | **75** |  |
| **2** | B | 8 | **41** | 30 | 21 | All four pieces of technology are examples of hardware that can be connected to a computer system. The question required knowledge of which of these is an input device. Printer, monitor and data projector are all output devices. |
| **3** | C | 2 | 0 | **97** | 1 |  |
| **4** | B | 29 | **51** | 10 | 10 | The junior administrator has learned a new skill, raising an invoice, without any direct instruction or supervision by anyone. This is a good example of informal learning. Performance appraisal, formal learning and coaching require some level of input by another person, and this is usually supported by some form of documentation, so they are all formal processes. |
| **5** | C | 7 | 5 | **86** | 3 |  |
| **6** | A | **66** | 14 | 5 | 15 |  |
| **7** | B | 6 | **81** | 5 | 7 |  |
| **8** | C | 7 | 4 | **75** | 13 |  |
| **9** | D | 0 | 41 | 20 | **39** | When communicating with someone with a hearing impairment, background noise can be a barrier to effective communication. Removing this noise will allow the listener to focus on the sender of the message. |
| **10** | D | 12 | 78 | 2 | **8** | The rule on line spacing when writing a fully blocked business letter is 1.15 or 1.0 (single). This allows the contents of the letter to remain on one page. |
| **11** | B | 18 | **72** | 3 | 7 |  |
| **12** | A | **98** | 1 | 1 | 0 |  |
| **13** | D | 1 | 21 | 20 | **57** | Under a file-management directory, there is an option to type the name or key words of a file or folder in the search area. The results usually show the files or folders with those or similar names and the location in the directory. This helps in document retrieval. |
| **14** | C | 27 | 1 | **71** | 0 |  |
| **15** | A | **98** | 1 | 0 | 1 |  |
| **16** | C | 3 | 0 | **91** | 6 |  |
| **17** | D | 4 | 11 | 4 | **81** |  |
| **18** | A | **34** | 8 | 24 | 34 | Raw data is collected using questionnaires and then entered in a labelled table with rows and columns. From this table, selected data can be used to extract a box plot, graphs or flow chart. |
| **19** | B | 26 | **63** | 7 | 5 | Probing questions are designed to encourage deep thought about a specific topic. Option A requires someone to choose one option out of a few available. Options C and D can be answered with one word, and these are both closed questions. Option B requires an explanation as to why someone went to the conference, and this is the correct answer. |
| **20** | A | **74** | 3 | 5 | 19 |  |

Section B

Question 1a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 40 | 30 | 30 | 0.9 |

Acceptable answers included any two of:

* product catalogue
* product/business flier
* price list
* product instructions/manual
* social media
* websites
* trade exhibition/fair
* advertisement
* video product demonstration/review
* specialised magazine
* database
* manager/supervisor
* product/user manual.

The question required knowledge of sources of product information. Many students provided answers showing sources of information not linked to a product. Students who provided answers such as from a manager or supervisor or a work colleague were awarded only one mark because they all work for the same organisation.

Question 1b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 44 | 31 | 25 | 0.8 |

Acceptable answers included any one from each of the following:

* Currency:
* check version number
* creation/publication date.
* Reliability:
* check facts against other credible/expert/government sources
* check the credibility of the author
* check the credibility of the publisher (e.g. website owner)
* determine if the information is fact or opinion
* check if signed/stamped by authorised person.

BSBINS302 performance criteria 1.3 requires the learner to know how information collected is ‘accurate’ and ‘current’ for intended tasks. Many students did not demonstrate knowledge of these.

Question 2a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 13 | 87 | 0.9 |

Acceptable answers included any one of:

* provide evidence/record of telephone call from Monica
* communicate to the supervisor about Monica’s call.

This question was well answered by most students.

Question 2b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 5 | 10 | 30 | 55 | 2.4 |

Acceptable answers included clarifying any three of:

* caller’s full name/organisation
* urgency of call
* date of call
* caller’s phone number
* key message
* by when the caller needs a response / follow-up action
* ensure she has a message pad when she takes phone calls
* who the message was for
* when is the best time to return the call.

This question was well answered by most students. However, some vague answers were provided, such as ‘Monica’s number’ instead of Monica’s phone number and ‘date’ instead of date of call.

The following is a sample response.

Zara needs to take notes while she is on the phone and make sure she records the caller’s return phone number and reason for the call.

Question 2c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 6 | 15 | 27 | 52 | 2.4 |

Students answered this question well. Two marks were allocated to the explanation and one mark for the source of feedback.

Question 3a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 15 | 17 | 39 | 19 | 9 | 1.9 |

|  |  |  |
| --- | --- | --- |
|  | Text section | Text formatting |
| 1 | Header | Helvetica 8 Italic |
| 2 | Document title | Abadi 16 Bold |
| 3 | Heading | Helvetica 14 Bold |
| 4 | Table heading | Helvetica 12 Bold |
| 5 | Body text | Helvetica 11 |

This question examines knowledge of the use of a style guide to write a report, which is an essential skill gained from BSBTEC301 Design and produce business documents. Students were required to choose from the remaining list of seven text section names to complete the table provided. Most students completed the table but not in the correct order.

Question 3b.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| % | 8 | 1 | 16 | 0 | 31 | 0 | 44 | 4.2 |

|  |  |
| --- | --- |
| Error | Correction |
| there | Their |
| an | And |
| servise | Service |

This question was mostly well answered.

Question 3c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 67 | 28 | 5 | 0.4 |

Acceptable answers included any two of:

* avoid duplication of documents
* keep documents up to date / current
* record of history of change
* industry compliance / legal reasons.

Only a few students managed to score full marks for this question. The question examines knowledge of the advantages of version control instead of what version control is. Some students answered that version control allows for quick retrieval of files, which is incorrect.

The following is a sample response.

A version control register can help to make sure that documents are kept up to date and serve as a record that documents are regularly reviewed.

Question 4a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 9 | 42 | 49 | 1.4 |

Acceptable answers included any one from each of the following:

* Closed questions:
* Have you used our services before?
* Does the school have an EFTPOS or any other payment facility?
* When is your orientation day?
* Do you have a room big enough to display the uniforms?
* Open questions:
* How can I help you in organising this event?
* Could you tell me a bit more about the OHS policy re: uniform display?
* What sort of items would you like us to bring in for the display?
* How do I access the carpark?

Both open and closed questions must be linked to the orientation day to score any marks.

The closed question would require a one-word answer. Open questions deliberately seek long answers and are the opposite of closed questions.

Question 4b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 12 | 37 | 32 | 18 | 1.6 |

Acceptable answers included any three of:

* access information on the company website
* access information from product catalogues/brochures
* access information from the manufacturer’s/supplier’s website
* access information from a more knowledgeable team member.

Many students wrote that Jing could refer to a product manual to access more information on school uniform. Product manual has been accepted as a correct answer in previous examinations but in this scenario school uniforms would not have a manual, and hence, this was not accepted.

The following is a sample response.

Jing can get the required product information from her work website or product catalogues. She could also ask a team member with more product knowledge.

Question 4c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 20 | 38 | 43 | 1.3 |

Examples of what could be raised in a response could include any two of:

* utilise an inventory management system to manage stock
* have an online store for parents to purchase from
* have at least one of each size on hand for students to try and take orders
* employ more staff
* bring more inventory to satisfy more customers
* have an appointment system
* have a self-serve kiosk
* provide extra training to staff
* change or extend the opening hours for the orientation day.

This question was mostly well answered.

The following is a sample response.

The uniform supplier can offer an online store for parents to purchase from so not so many have to buy at one time at the school. They can also ensure they have enough stock according to numbers of students in year levels that are expected to purchase.

Question 5a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 8 | 48 | 44 | 1.4 |

Examples of what could be raised in a response could include any two of:

* increased workload
* working longer hours
* not knowing how to perform tasks
* personal problems
* staff absences/turnover
* conflict in the workplace
* change in job role
* missing working with colleagues.

The following is a sample response.

Xavier could be missing the colleague if they worked well together and could have an increased workload.

Question 5b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 4 | 22 | 35 | 40 | 2.1 |

Acceptable answers included any three of:

* make time for at least 30 minutes of uninterrupted rest during the work day
* list priorities and turn them into concrete and measurable goals / use work schedule
* use family support
* use meditation
* take a holiday/break
* seek counselling
* use social networks
* have enough sleep
* spend some time seriously reflecting on what is most important and make a list of your top priorities / use priority matrix
* participate in the employee assistance program if available from the employer
* investigate options for working flexible hours
* let employer know if there are work-related issues.

Students should avoid answering questions with one-word responses. To score a mark students need to use a sentence. For example, ‘Xavier could get professional counselling paid for by the organisation’. ‘Counselling’ on its own is too vague and could mean Xavier is giving counselling to someone else, which does not answer the question.

Question 6a.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 15 | 39 | 36 | 10 | 1.4 |

Acceptable answers include any three of:

* the Sunset feedback spreadsheet is due today but is not prioritised over a task that is not due for two weeks
* the meeting invite should have been a higher priority seeing the meeting is in two business days
* not enough time allocated to tasks
* too long a stretch of work tasks without a break
* lunch scheduled too late
* Benson’s presentation is not urgent; do it later
* tasks are not ranked in the order of urgency / due date
* work schedule does not have a contingency plan
* goals are missing
* she worked longer hours on the spreadsheet
* tasks requiring focus have been scheduled for the end of the day.

Many students wrote that Amabella did not prioritise her tasks, which is incorrect. She has prepared a work schedule with all tasks to be completed with an expected timeframe. However, Amabella did not prioritise the tasks in the correct order and this would have been a more appropriate answer.

Students also mentioned that Amabella spent too much time in the morning to check emails. The scenario makes no mention how many emails the business receives every day; if there are hundreds of emails to be followed up, even the two hours she has allocated may not be adequate. There is also a reasonable expectation that an office administrator should check emails early in the morning and reply to customer queries. Suggesting that this should be postponed and completed in the afternoon is incorrect.

Question 6b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 20 | 16 | 18 | 28 | 18 | 2.1 |

Possible explanations of the impact include:

* Amabella is using prime work time in the morning to complete routine tasks instead of project work; less time on project work will compromise its quality
* tasks due for completion today should be prioritised to ensure they are completed on time; late completion of tasks can impact later steps in a process or the end result
* if enough time is not allocated to task completion the rest of the work schedule is impacted, compromising work quality / adding stress
* without breaks Amabella will become fatigued and her productivity will be compromised / health will suffer
* a late lunch will have Amabella feeling hungry and distracted, which will compromise her focus and efficiency
* by completing tasks that require a lot of focus at the end of the day, Amabella will be more fatigued than earlier in the day and the quality/efficiency of work will be compromised.

Possible solutions include any two of:

* move routine tasks to later in the day
* schedule project work / tasks requiring creativity or concentration earlier in the day
* move tasks due sooner to earlier in the day
* ensure tasks are completed before their due date arrives
* factor in time for unforeseen circumstances or for tasks to take a bit longer than expected
* delay work that is not urgent, such as the Benson presentation, to free up more time in the day
* take regular, timely breaks
* split checking and replying to emails into two or three time slots during the day, prioritising more urgent emails first thing in the morning
* have dedicated time to work on project tasks before checking emails
* move the Sunset feedback spreadsheet earlier, ahead of the work on the Benson presentation
* move the tasks to schedule the meeting immediately after the Sunset feedback spreadsheet task
* insert a 15-minute morning tea break
* move lunch to 1:00 pm at the latest
* move the procedure review task to a morning the following week and allocate more time to the Sunset.

No marks were allocated for selecting the problem. An explanation of the problem was two marks and one mark for each solution provided. Many students did not provide a full explanation, losing unnecessary marks.

Question 6c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 37 | 41 | 22 | 0.9 |

Examples of what could be raised in a response include any two of:

* Amabella might need further training to enhance her skills so she can complete work more efficiently; the tasks appear to be taking her quite long to complete
* Amabella might be overloaded with an unreasonable amount of work
* She may be new to the organisation
* There are not enough staff
* She lacks organisational skills
* She lacks knowledge of using office technology
* She does not have a good work–life balance
* Workplace distractions
* Poor time management
* Stress
* Not knowing how to perform tasks
* Amabella might be given tasks beyond her own ability level.

There are several problems with the way Amabella has scheduled her work schedule, which were listed in Question 6a. In this section students were asked to ‘identify two other possible causes’ as to why Amabella had to stay late to complete her tasks. Unfortunately, many students provided answers already provided in the scenario and could not score any marks.

The following is a sample response.

Amabella might not have the skills required by the work she is being given therefore she is taking longer than would be expected to complete tasks. Amabella’s manager might have allocated too much work for her to complete.

Question 7a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 22 | 54 | 25 | 1.1 |

Advantages of cloud-based network include:

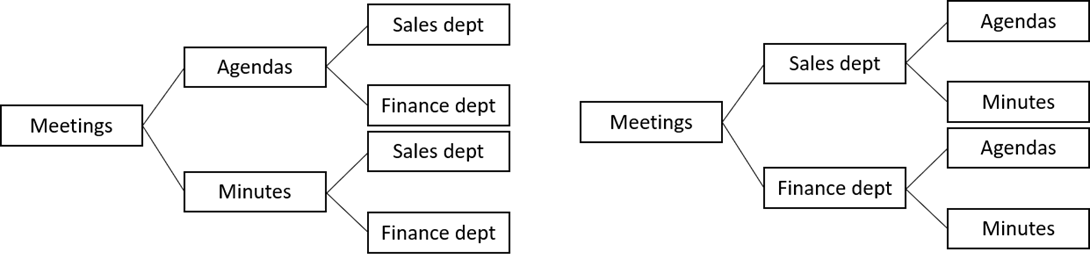
* cost-efficient high-volume storage
* accessibility from anywhere with an internet connection
* regularly backed up
* ease of collaboration
* ongoing access to most recent versions of files
* accessible from multiple devices and locations
* allows flexibility of work location.

Some students struggled to find the second advantage of a cloud-based network.

Question 7b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 56 | 10 | 17 | 17 | 1.0 |

Correct answers are from the following flow charts:

Formats of the diagram may vary, but three levels needed to be shown.

Question 7c.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 56 | 44 | 0.5 |

Possible answers include:

* 111022 Sales Meeting Minutes
* 11 Oct Minutes-Sales.

Students can use acceptable abbreviations, providing the folder names are still easily recognisable/understood.

There are several acceptable date formats, providing the date can be easily recognised/understood; it must be in Australian date format with the month in the middle (e.g. 111022, 11Oct22, 11October22)

Names with the following characters are invalid: < >: / \ | ? .

Answers must include three details: date, minutes and reference to sales.

Question 7d.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 43 | 14 | 42 | 1.0 |

Sample methods of distributing the minutes were:

* share link to document on shared drive – will take user directly to file
* share on team-based app – easy retrieval of correct document for team members
* publish on intranet – easy retrieval
* print out of document (less preferred response but valid) – no ambiguity.

Students then had to provide an advantage of the chosen method.

Three common errors included:

* Faxing the minutes. Facsimile is an outdated technology, which is not used in a modern office.
* Sending minutes by email. The question clearly mentions ‘other than emailing minutes’, hence this was not accepted.
* Send a text message via a smartphone. Minutes of a meeting are usually lengthy and not suitable to be sent by SMS.

The following is a sample response.

Crystelle can share the minutes file on a team sharing app so that it can easily be retrieved by all staff. This will also save paper.

Question 8a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 7 | 9 | 85 | 1.8 |

There were only two possible answers:

* customer wait time for assistance
* service representative appearance.

This question was mostly well answered.

Question 8b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 30 | 15 | 55 | 1.3 |

Customer wait time for assistance:

* train staff so they are more efficient in dealing with customers
* employ more staff
* install a self-service kiosk
* use automated telephone service
* undertake further research to find out when this is occurring to be able to put on enough staff at the right times
* put on more staff in shifts where this is an issue to have the capacity to deal with more customers.

Service representative appearance:

* train staff members so they are clear on expectations for appearance
* provide uniform to employees
* make service standard expectations clearer to customer service staff to have a consistent and professional appearance / dress code.

‘Employing people with good looks’ was not be accepted.

Question 8c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 30 | 38 | 32 | 1.0 |

Acceptable answers were from the following list:

* Advantage:
* quick and easy way to distribute results to all team members
* team collaboration is possible
* distribution to all team members occurs at the same time
* accessible from multiple locations/devices.
* Disadvantage:
* results are distributed without being able to debrief immediately
* app server may be down
* not all employees have a mobile phone / app
* employees may not read the message
* if there are questions, they cannot be dealt with on the spot as in a meeting.

The focus of this question was to find advantages and disadvantages of using a collaboration app, for example Microsoft Teams, to share results from a survey on customer service. Some students provided vague answers such as ‘it may be difficult to store information on the app’. Students are advised to read questions carefully to highlight key skills being examined.

The following is a sample response.

One advantage is that this takes less time and effort than something like calling a meeting, but a disadvantage is that the staff members receive the results without the chance to debrief and could find the results confronting.

Question 9a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 22 | 6 | 28 | 7 | 36 | 2.3 |

The following issues were found to be acceptable:

* it is not clear that the review of proposal and feedback must be completed before the meeting
* does not give the exact location/link of the proposal and feedback files
* says the feedback ‘will’ be recorded, which could give the impression the feedback will be recorded in the meeting
* does not give participants a point of call if they have questions
* sent too late with little notice or four days only for preparation.

The following is a list of possible solutions to the issues from the list above:

* send the meeting invite earlier
* send a reminder
* check in with team members to ensure they received and understood the message
* attach a copy of the Sunset Project Proposal
* provide a link to Sunset Project Proposal in shared drive
* provide a link to Sunset Proposal Feedback spreadsheet
* monitor the spreadsheet to ensure it is being completed.

Some students thought the two dates on the message were contradictory. The date on the right is when the message was drafted and the one on the left, Tuesday 18 October 2022, is the scheduled meeting date and time. No mark was allocated for incorrect date.

The following is a sample response.

Issue: Oscar did not let the participants know where the files are located and did not make it clear that they needed to put their feedback in the spreadsheet before the start of the meeting.

Fix: Oscar could have attached a copy of the Sunset Project Proposal and provided a link to the spreadsheet on the shared drive.

Question 9b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 18 | 22 | 37 | 23 | 1.7 |

The re-written message should contain any three of:

* state expectation that preparation must occur before the meeting
* request to read Sunset Project Proposal
* provide exact location/link of file
* request to provide feedback in the Sunset Proposal Feedback spreadsheet
* provide exact location/link of spreadsheet file
* mention high priority because of short notice
* invite to contact Oscar for clarification.

Many students re-wrote the same mistake from the original message, mentioning that the files are available from the server. A server will usually have a main directory and multiple sub-directories. It will be time-consuming for any attendees to search the server for the Sunset Project Proposal and the spreadsheet to record their feedback, unless there is mention of a specific location. A few students even provided a link to access the files by mentioning ‘click here’ to access the file. This is correct.

The following is a sample response.

In preparation for the meeting, before attendance please make sure you have read the Sunset Project Proposal (attached) and provide feedback in the Sunset Proposal Feedback file (link below). If you have any questions about what is required, please contact me.

Question 10a.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
| % | 23 | 26 | 19 | 18 | 10 | 6 | 1.8 |

|  |  |
| --- | --- |
| Work task | Types of software |
| Prepare a slide show | presentation |
| Maintain customer records | spreadsheet/database/accounting |
| Produce customer service charter | desktop publisher/word processor (Word is not acceptable) |
| Set up appointment reminder | email / scheduling app / calendar app |
| Raise invoices | spreadsheet/database/accounting |
| Calculate figures in a table using built-in formulas | spreadsheet |

Answers needed to be types of software and not specific names of software. However, if students provided both the software name and type, marks were given.

Question 10b.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 64 | 13 | 10 | 13 | 0.7 |

Explanation should make mention of all three of:

* main document / form letter, which contains the content of all the output documents
* recipient list / source data in a database or spreadsheet, which contains the data to be merged
* output documents, which are the result of the mail merge.

Many students scored no marks for this question. Learning about mail merge is an essential skill each student should be familiar with when completing their VCE Business study. Students should have learnt about this in BSBXCM301 Engage in workplace communication and BSBTEC301 Design and produce business documents.

The following is a sample response.

Mail merge is where a document contains information to be included in all copies. The source data has information to personalise each document. When the merge is done the source data will be merged with the main document and a set of personalised documents will be created.

Question 10c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 39 | 19 | 22 | 20 | 1.3 |

Acceptable answers are any three of:

* use of the software help function to give instructions to troubleshoot
* refer to the software manual / FAQ to find instructions to troubleshoot
* use online resources like tutorial videos to see how the relevant functions are used
* ask IT department
* read training notes
* refer to a procedures manual
* ask a more experienced colleague/supervisor/manager for assistance to show them how to complete the required functions.

The following is a sample response.

Frankie can use online software help or refer to a software manual to find instructions to troubleshoot their problem. They could also watch a YouTube video to see how to use the function they are having trouble with.

Question 10d.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 12 | 18 | 32 | 30 | 8 | 2.0 |

|  |  |
| --- | --- |
| Feedback | Software function |
| Include document name at the top of every page | Header or Insert header (not Heading) |
| Subheadings need to be larger than paragraph text | Increase font size (text size is not acceptable) |
| The title needs to be moved to the middle of the line | Centre |
| Include a photo at the bottom of the page | Pictures/Insert picture (or image)  Copy and paste |

For ‘the title needs to be moved to the middle of the line’, some students answered ‘alignment’, which is too vague as it can be left, right, centre or justified.