



2005 VCE VET Business Administration GA 2: Written examination

GENERAL COMMENTS

The 2005 examination paper consisted of short-answer, extended questions with multiple parts and practical questions. Overall, students responded well to all questions in each unit of competence; however, in some cases students misread the questions and answered incorrectly, particularly Questions 7a., 7b., 12b., 13a. and 13b.

SPECIFIC INFORMATION

BSBADM305A Create and use databases

Students performed well in Question 1. In Questions 2, 3, and 4 the majority of students did not seem as familiar with databases as other software.

Question 1

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 11 | 18 | 33 | 38 | 2.0 |

Any three of:

- able to store large amounts of information easily
- easy to manipulate the data; for example, sort alphabetically, filter information
- easy to import information into other documents
- readily produces up-to-date reports; for example, overdue fees, overdue videos
- easy to query data; for example, locate details for all 20 year-old males
- easy to update data; for example, change of address, change of program
- takes up less space
- is safer if using a back-up system
- safer – more secure.

Most students demonstrated an understanding of how a computer database can assist in the management of company records.

Questions 2a–b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 56 | 19 | 25 | 0.7 |

2a.

You should determine the purpose of the database.

2b.

- because all the design features you need will come from that purpose
- to minimise errors, time and effort

Question 2c.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|---|----|---------|
| % | 44 | 14 | 23 | 5 | 15 | 1.3 |

ci.

Any two of:

- determine the fields you need
- determine the tables you need
- identify the field or fields with unique values in each record
- determine the relationships between tables
- create the table, create the primary key
- design stage
- determine the format
- enter data
- test data
- choose fonts.

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cii.

Acceptable answers included:

- determine the fields you need – clarifies the type of information to be entered
- determine the tables you need – contains the data for each separate record
- identify the field or fields with unique values in each record – every record must have a primary key to distinguish it from other records
- determine the relationships between tables – so data/queries can be gathered from a range of tables.

Question 3

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 40 | 31 | 29 | 0.9 |

Acceptable answers included:

- group data to show specific information, therefore searching and sorting data
- extract data that meets a certain criteria.

Question 4

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|------------|
| % | 10 | 31 | 41 | 19 | 1.7 |

Any three of:

- logins with passwords
- passwords on computer files
- different security levels for different staff members
- computer to automatically log out if database isn't used for a preset amount of time
- store server in a locked room
- regular virus updates
- not on a network.

Few students were able to demonstrate an understanding of database design and why the steps taken were important, and less than half were able to explain the use of database queries.

BSBCMN207A Prepare and process financial/business documents

Students performed well in Questions 5 and 6, and particularly well in Question 8 and 9. Improvement is needed in Question 7a. and 7b.

Question 5

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 20 | 52 | 28 | 1.1 |

Any two of:

- easier to pay for small incidental items
- cheaper than using more formal accounting procedures
- able to access small funds more quickly
- can keep track of/control small amounts of money spent.

Question 6

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|------------|
| % | 28 | 22 | 27 | 23 | 1.5 |

- legibility
- valid signature
- valid date
- valid amount
- no handwritten changes to the voucher unless initialled

Question 7a.

| Marks | 0 | 1 |
|-------|----|----|
| % | 33 | 10 |

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| | | | |
|-----------------------|--|--|--|
| RECEIPT | | Whealers Hill Recreation Pty Ltd | |
| ABN 254 740 313 | | 355 Lum Road, Wheelers Hill, Victoria 3150 PO Box 111, Mulgrave North, Victoria, 3170 | |
| Received from: | Joseph De Zilwa | Receipt No: ME2341 | |
| Amount: | Eight Hundred and Fifty Dollars Only | Date: 19 October 2005 | |
| Being for: | Yearly Membership including water facilities | | |
| Amount: | \$ 850.00 | Cash/cheque | |
| GST: | \$ 77.27 | Signed: XXXXXXXXX | |

Question 7b.

| | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------------|
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| % | 34 | 8 | 4 | 6 | 12 | 24 | 13 | 2.8 |

| | | | |
|------------------------------|---|--|------------------------------|
| Date: 21 October 2005 | Southern Credit Union Wheelers Hill Branch | | Date: 21 October 2005 |
| To: Equipt Ltd | Pay: Equipt Ltd | or bearer | |
| For: 2 Step Machines | The sum of: | One Thousand Five Hundred and Ninety Dollars and Fifty Cents | \$ 1,590.50 |
| | | | |
| | \$ | C | |
| Balance | 2710 | 69 | |
| Deposits | 129 | 00 | |
| Balance | 2839 | 69 | |
| This Cheque | 1590 | 50 | |
| Balance | 1249 | 19 | |
| | Signature XXXXXXXXXXXX | | |
| | Whealers Hill Recreation Pty Ltd | | |
| 218971 | 218971 094 00 2350 | | |

Many students misread Questions 7a. and 7b. and subsequently used the wrong forms.

Question 8

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------------|
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Average |
| % | 1 | 1 | 1 | 1 | 1 | 4 | 18 | 35 | 37 | 6.9 |

| | |
|------------------------------------|-----------------------------|
| Prepared by purchaser | Prepared by supplier |
| purchase requisition | credit note/adjustment note |
| purchase order | invoice |
| cheque, cash or electronic payment | receipt |
| | quotation |
| | statement |
| | delivery docket |

Students did particularly well on this question.

Question 9

| | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------------|
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 2 | 13 | 9 | 26 | 50 | 3.1 |

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| Transaction Summary | | 22237645 | | | | | | | | |
|---|---|--|--------------------------|-----|----|--|---|---|---|---|
| 4310 3487 3678 2984 | | Date | | | | | | | | |
| | | <table border="1" style="margin: auto;"> <tr> <td style="width: 20px;">3</td> <td style="width: 20px;">1</td> <td style="width: 20px;">1</td> <td style="width: 20px;">0</td> <td style="width: 20px;">0</td> <td style="width: 20px;">5</td> </tr> </table> | | | | | 3 | 1 | 1 | 0 |
| 3 | 1 | 1 | 0 | 0 | 5 | | | | | |
| Green Garden Florist Valid From Expires 06/05 05/07 | | VOUCHER TYPE | | | | | | | | |
| | | | Number of vouchers | \$ | c | | | | | |
| | | Sales Vouchers | 2 | 260 | 50 | | | | | |
| | | Less Credit Vouchers | 1 | 135 | 00 | | | | | |
| | | Transaction Summary | Total | 125 | 50 | | | | | |

Most students completed the transaction summary particularly well.

BSBCMN302A Organise personal work priorities and development

Students performed well in Questions 12a. and Q12b., and particularly well in Questions 10 and 11a. Improvement is needed in Question 13b.

Question 10

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 5 | 45 | 50 | 1.5 |

Any two of:

- to identify employees who are performing to the required standard/level
- to know the areas where improvement could be achieved
- to know how employees' work roles fit into the whole organisation
- to have the opportunity to engage in training where needed or wanted.

Most students were particularly able to demonstrate their understanding of the need for constructive feedback on performance.

Question 11a.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|---|---|----|---|----|---------|
| % | 1 | 7 | 2 | 38 | 0 | 52 | 3.8 |

| Task | Reprioritised |
|---|---------------|
| John Smith has requested that you arrange a site meeting at the new Archer Square Building with Bill Light from Price Waterson. This is urgent and the site meeting should be arranged for early this afternoon. | 1 |
| Collect new materials from stationery department for Harry White. Harry wishes to use these tomorrow. | 3/4 |
| Prepare monthly accounts to be sent out to clients. These normally take four hours to prepare and should be sent out Thursday afternoon. | 5 |
| Type a two-page specification for John Smith. This specification is required to be taken to the site inspection at the Black Rock Hospital tomorrow afternoon. | 3/4 |
| Folio documents to be dropped off personally at the offices of Long and Johnson before lunchtime today. | 2 |

Question 11b.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 14 | 35 | 19 | 32 | 1.7 |

Acceptable responses included:

- John Smith's request was urgent and short notice so it got the top priority
- the folio documents had to be dropped off personally before lunch today, so this needed to be done this morning
- Harry needs the stationery material for tomorrow so this needs to be completed today

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- the specification is only two pages, so it won't take long to prepare and it is not needed until tomorrow afternoon
- the monthly accounts are not due to be sent out until Thursday afternoon and only take four hours to prepare, so they are the lowest priority.

Most students demonstrated their ability to prioritise tasks and were able to explain their reasons for doing so. Responses needed to mention that some tasks were more urgent than others.

Question 12a.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 18 | 51 | 31 | 1.2 |

Any two of:

- to achieve its goals (appraisals are linked to company objectives)
- for promotion
- to identify staff who should receive a pay increase
- to identify areas where skills need upgrading
- to identify areas where skills are excellent
- to enable appropriate professional development to be organised
- to improve business performance.

Question 12b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 23 | 32 | 44 | 1.2 |

Any two of:

- feedback from clients
- feedback from colleagues
- unsolicited compliments from clients
- unsolicited compliments from colleagues, including management, either informally (for example, 'Well done') or formally (by letter, email or phone call)
- quality of work
- time taken to complete work.

In Question 12a. most students were able to demonstrate their understanding of the use of performance appraisals. Some students misread Question 12b: the word 'measured' was often taken to mean 'how can it be given'.

Question 13a.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 20 | 34 | 27 | 19 | 1.5 |

Any three of:

- PDA – Personal Digital Assistant/palm pilot
- electronic diary; for example, a computer with MS Outlook
- project scheduling software such as MS Project
- mobile phone/telephone
- computer
- email.

Question 13b.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 28 | 33 | 25 | 14 | 1.3 |

PDA – Personal Digital Assistant /palm pilot

- stores names and addresses of contacts you might need in business
- has an electronic diary function
- can be connected to email
- can create short files to be downloaded to your computer at a later stage
- has a reminder function

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Electronic diary; for example, a computer with MS Outlook

- allows easier adjustment of your diary
- can be available for others in the workplace to help organise meetings
- can be downloaded to a palm pilot
- has a reminder function

Project scheduling software such as MS Project

- allows you to produce a timeline with critical points along the way
- adjustment is easier because it is electronic
- helps determine necessary tasks and allows job descriptions/roles to be prepared (useful for HR)
- has a reminder function

Mobile phone

- has a diary function
- stores names and addresses of contacts you might need in business
- can be connected to email
- has a reminder function

Telephone

- can be used to acquire further information such as deadlines, prices, etc.

Computer

- can be used to keep records and for reference

Students often had difficulty with Question 13a., and less than half of the students responded adequately to Question 13b.

BSBCMN305A Organise workplace information

Students performed reasonably well in Questions 16b–c. and 17bi–ii., well in Questions 15 and 16a. but need improvement in Questions 14 and 17a.

Question 14

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|----|---------|
| % | 19 | 24 | 30 | 16 | 11 | 1.8 |

| No | Problem | Action Required |
|----|--|---|
| 1 | A letter to Mr and Mrs J McConnell relating to their tax return for 2004/2005 could not be found because it was filed under Tax Returns and Sarina was looking for it under McConnell. | <ul style="list-style-type: none"> • use cross-reference notation • train staff in the filing system used by the organisation • use Rec Find |
| 2 | A work colleague was using a file Sarina needed, but she was unaware of this. | <ul style="list-style-type: none"> • have an in/out file register • implement a policy of not taking documents away – have a photocopier in the room if copies are required |
| 3 | Some correspondence had not been filed for two weeks. | <ul style="list-style-type: none"> • have a set time each day for filing to be completed daily |
| 4 | A letter for J Chan was incorrectly filed. | <ul style="list-style-type: none"> • provide filing training to the person responsible for the filing • have a list of alphabetic filing rules at the front of the filing cabinet |

Half the students were able to demonstrate competence in this question.

Question 15

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 13 | 17 | 37 | 33 | 1.9 |

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Any three of:

- confidential information may fall into the wrong hands
- the company may lose a big contract
- workers will experience unnecessary stress, so productivity is down
- company time is wasted searching for the information, so reduced productivity is down
- the company's reputation could be damaged.

The majority of students handled this question well.

Question 16a.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|----|----|----|---------|
| % | 7 | 30 | 39 | 24 | 1.8 |

Any three of:

- whether the information is no longer needed
- whether the information is no longer relevant
- whether the information is out of date
- confidential information would need to be shredded
- that the information is not required to be kept for legal reasons.

Question 16b-c.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 29 | 40 | 31 | 1.0 |

16b.

When the information needs to be kept, perhaps for legal reasons, but does not need to be accessed frequently.

16c.

Any of:

- go to file properties and look at the dates the files were produced
- files should be named in a systematic manner (for example, project1, project2, project3) and so it should be easy to identify the current document
- the date of production may be included in the footer.

The majority of students were able to demonstrate competence in these questions.

Question 17a.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 28 | 31 | 27 | 14 | 1.3 |

- OH&S legislation
- Equal Opportunity legislation
- Anti-discrimination

Many students suggested protocols instead 'legal policies'.

Question 17b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 35 | 29 | 35 | 1.0 |

bi.

- OH&S legislation: Organisations are required to look after the health and safety welfare of their staff and any visitors to the workplace, so organisations must be up to date with this legislation.
- Equal Employment Opportunity: Organisations must provide equal opportunities for all employees.
- Anti-discrimination: Organisations must know what discrimination is, in all its forms, and must have policies and procedures to ensure that no discrimination occurs in the workplace.

bii.

- the relevant government body
- the Internet

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- the Government Printing Office
- a library

BSBCMN306A Produce business documents

Students performed particularly well in Question 24 and competently in Questions 18ai-ii., 19ai-ii., 21 and 23, but needed improvement in Questions 18bi-ii. and Q19bi-ii.

Question 18a.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 22 | 28 | 49 | 1.3 |

ai.

a header

aii.

Michael only needs to type the information once and it will appear on every page after that as well.

These questions were answered reasonably well by the majority of students.

Question 18b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 40 | 40 | 20 | 0.8 |

bi.

A mail merge document consists of a main document/template and a database containing variables. The same document can be sent to many different people by using the mail merge function to merge the main document with the variables.

bii.

A merged document is when two or more documents are opened and brought together, just like chapters in a book, importing data from one package into another (for example, Excel into Word).

Very few students were able to explain the difference between mail merge and a merged document.

Question 19a.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|---|---|----|----|----|----|----|------------|
| % | 7 | 6 | 15 | 13 | 22 | 10 | 27 | 3.8 |

Software, and reasons for use, may include:

- Word processing software (Microsoft Word): to type up the agenda/text in the report
- Database software (Microsoft Access): to obtain board members' contact details for a mail merge
- Email software (Microsoft Outlook): to distribute the papers electronically
- Spreadsheet software (Microsoft Excel): to produce graphs to be included in the report
- Accounting package (MYOB): for profit and loss statements, balance sheets
- Presentation packages

The majority of students were able to demonstrate an understanding of software applications and their uses.

Question 19b.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|----|----|----|----|----|----|---|------------|
| % | 14 | 10 | 17 | 20 | 18 | 11 | 9 | 2.9 |

bi.

Any four of:

- the purpose of the document
- the audience for the document
- ease of reading
- amount of white space
- font size and style
- the organisation's protocols/procedures
- the image of the organisation

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- efficiency of input into the document
- the type of information to be entered
- the inclusion of pictures/graphics/photos
- which software to use.

bii.

Any two of:

- the annual report is a very important document for the organisation and must present the facts accurately and concisely
- the report needs to 'reach' the intended audience
- the readability of the report is important
- the report must follow the organisation's style/template
- relevant graphs must be included.

Less than half of the students were able to explain the important factors to be considered when designing an annual report.

Question 20a–b.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|----|---------|
| % | 16 | 12 | 20 | 29 | 23 | 2.3 |

20a.

Persistent pain and discomfort in muscles and soft tissue.

20b.

Any three of:

- perform a variety of tasks, so they are not repeating the same task for a long period
- exercise; for example, shoulder, hand and eye exercises
- use appropriate equipment
- adjust equipment correctly
- make sure the workstation is set up correctly; for example, the computer directly in front of the worker.

The majority of students handled this question well.

Question 21

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 12 | 23 | 39 | 25 | 1.8 |

Any three of:

- corporate image – so that the organisation is recognised quickly by clients and/or the general public
- so that it is easier for clients to locate information (as they are aware of the organisation's style)
- so it is easier for workers to produce documents (as each document type is similar)
- there is a need for standard procedures
- because they are designed for readability
- so that it looks professional and reinforces the organisation's corporate image
- so that templates can be used or other, similar documents can be copied and amended, which saves time.

The majority of students handled this question well.

Question 22

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|----|----|----|---------|
| % | 6 | 47 | 36 | 11 | 1.5 |

Any three of:

- so it is easy to locate the file in the future/easy for others to locate the file
- so the document's contents can be easily identified from name, which saves time opening lots of documents
- so the document can be filed easily in the appropriate folder
- to assist with storage in appropriate security levels; that is, it can be stored in a folder that has a password to restrict access

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- so that it is in line with the company's policies and procedures.

The majority of students answered this question correctly.

Question 23

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|----|----|----|---------|
| % | 8 | 28 | 40 | 23 | 1.8 |

Any three of:

- government legislation requires it
- so that employers are looking after their workforce
- employers want to reduce downtime that might be caused if a workplace accident occurs
- heavy penalties may be imposed if the company is found to be liable – fines and jail.

This question was answered well by the majority of students.

Question 24

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|----|----|----|---------|
| % | 4 | 6 | 17 | 34 | 40 | 3.0 |

Any four of:

- online help
- user documentation
- a colleague
- the IT department
- phone help desk
- software general users' guide.

Most students answered this question very well.

Queries/comments:

- Question 13b., highlighted: I don't understand this sentence.