**ROSSMOYNE SENIOR HIGH SCHOOL**

**Semester 2**

**Examination, 2017**

**Question/Answer Booklet**

**CAREER AND**

**ENTERPRISE**

**Year 12 ATAR**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Number: | In figures |  |  |  |  |  |  |  |  |
|  | In words | Complete for WACE examination only | | | | | | | |
| **For RSHS Semester 2 examination only write your NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | |

### Time allowed for this paper

|  |  |
| --- | --- |
| Reading time before commencing work: | ten minutes |
| Working time for paper: | three hours |

**Materials required/recommended for this paper**

Number of additional

answer booklets used

(if applicable):

***To be provided by the supervisor***

This Question/Answer Booklet

***To be provided by the candidate***

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,

correction fluid/tape, eraser, ruler, highlighters

Special items: nil

**Important note to candidates**

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

**Structure of this paper**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be answered | Suggested working time (minutes) | Marks available | Percentage of examination | |
| Section One  Short answer | 6 | 6 | 100 | 113  X .531 | 60 | |
| Section Two  Extended answer | 3 | 2 | 80 | 60 | 40 | |
| Total | | | | | | 100 |

**Instructions to candidates**

1. The rules for the conduct of the Western Australian external examinations are detailed in the Year 12 Information Handbook 2017. Sitting this examination implies that you agree to abide by these rules.

2. Write your answers in this Question/Answer booklet.

3. Answer the questions according to the following instructions.

Section One: Answer all questions.

Section Two: Answer two questions from a choice of three.

4. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.

5. Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

**Section One: Short answer 60% (marks)**

This section has six (6) questions. Answer **all** questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

● Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.

● Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 100 minutes

**Question 1 22 marks**

1. Describe two key differences between an autocratic management style and a democratic management style.

(4 marks)

(2 marks for each difference)

* Employees in a democratic management style are more engaged in the decision making process than in an autocratic management style. In autocratic style employees are discouraged from suggesting ideas whereas in the democratic style employees are encouraged to contribute ideas even though the manager has the final say the decision making process is influenced by employee input.

|  |  |
| --- | --- |
| Autocratic | Democratic / Participative |
| Decision making is usually centralised Managers have a lot of power | Decision making usually more decentralised employees may give input into how tasks may be completed |
| Communication one way top down | Shared communication 360**°** feedback |
| Rules and procedures tend to be strict | More flexible |
| Lesser points  Employees can feel unmotivated and disconnected | Leaders reward employees through financial gains and positive evaluations which in turn increases motivation and morale  Encourages employee commitment as employees feel valued |
| Limited staff development | More emphasis on developing leadership skills |
| The type of leaders who give orders and expect instant obedient without argument. Plans and policies are made in isolation from the group. Orders are given without explanation for the reasons or of future intentions. The autocratic leaders do not become part of them at all, but merely direct it. | Democratic leadership style is that involves all members of a team in identifying essential goals and developing procedures or strategies for reaching those goals. From this perspective, participative leadership can be seen as a leadership styles that relies heavily on the leader functioning as a facilitator rather than simply issuing orders or making assignments. |

1. Explain how autocratic and democratic management styles affect workplace productivity and sustainability.

*Many students took a very narrow view of sustainability – maintain efficiency and productivity over time environmentally, social equity and economic demands.*

*Remember productivity is ratio of output to input.*

(12 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 2 X (3 marks for productivity + 3 marks for sustainability) | 12 |
|  |  |
| Explains in detail | 3 |
| Explains briefly | 2 |
| Mentions or states a relevant fact | 1 |
| **Total** | **12** |

Answers could include:

**Autocratic management style**

The use of an authoritarian style means employees have clearly defined roles, which tends to lead to task completion in an efficient manner (particularly with low skilled staff). Business owners use this management style to ensure all goods or services are produced in a consistent manner thereby ensuring a standard quality and lack of waste of resources, which improves sustainability. However as autocratic work environments usually have little room for flexibility, this may negatively influence workplace productivity if the organisation is too inflexible and staff resent the rules and procedures. When the staff feels alienated, morale and productivity suffer.

Autocratic leadership often creates a more stressful work environment. Employees may worry less about completing business functions to the best possible outcome and more about avoiding punishment from managers. Furthermore, excessive use of authority will distort productivity in the long term. Many people either get bored and dissatisfied and leave or fall into a malaise of hum-drum repetitive tasks without creativity and innovation and in short become demotivated.

Business owners using an autocratic leadership style often increase their employee turnover. Employee turnover occurs when individuals become disenchanted when working in an autocratic business environment and desire to find another job reduces the sustainability of the organisation.

**Democratic management style**

Employee input can be valuable in creating more efficient work methods and improving productivity. But the leadership style used by management can affect the effectiveness of employee input. A manager with a democratic leadership styles accepts input from employees and uses the pertinent information to innovate and improve the work process thereby improving productivity.

A staff, that feels motivated and has confidence in the company's vision can be productive and more commitment to their work and departmental goals. Leadership style has a direct influence on employee morale. Democratic leaders are open to employee involvement and allow employees to feel part of the company's success. A manager that involves employees in the company's operations builds morale and improves productivity and sustainability because there is low employee turn-over.

1. The organisation you are working for is considering changing from a bureaucratic to a laissez-faire management style explain two possible implications this could have on workplace satisfaction.

*This question was poorly answered because many students made little or no reference to workplace satisfaction.*

(6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| (2 implications X 3 marks) |  |
| Explains in detail possible implications on workplace satisfaction of changing from bureaucratic to laissez-faire management style | 3 |
| Explains briefly possible implications on workplace satisfaction of changing from bureaucratic to laissez-faire management style | 2 |
| Mentions or states a fact related to workplace satisfaction in each of the following management styles bureaucratic, laissez-faire | 1 |
| **Total** | **6** |

The implications for workplace satisfaction would depend on the type of organisation involved. Workplace satisfaction is likely to improve if the organisation requires a certain amount of creativity and teamwork. The laissez-faire style best suits highly motivated experienced staff, therefore these employees are most likely to appreciate the change in management styles because they can cope without much input from management. Being given some autonomy and freedom to complete tasks as they see fit is empowering and an acknowledgement of their ability and skills and would therefore lead to increased workplace satisfaction. The inflexibility and high levels of control associated with a bureaucratic style often demoralise staff therefore a change to laissez-faire could be most welcome and improve the working relationship of the owner and employees.

On the other hand workplace satisfaction could decrease if the staff needed to operate in a regimented manner for safety reasons, (or efficiency in the case of the military) where rigorous rules are needed to operate effectively or if the employees are unmotivated, lack sufficient knowledge or skills necessary to perform their duties without specific directions and leadership. In this case poor achievement levels could led to low job satisfaction.

**Question 2 19 marks**

1. Describe two strategies you could employ before an interview and two strategies, you could employ during an interview that could help you promote yourself effectively and highlight your personal attributes.

(8 marks)

**Two Strategies Before**

* Research organisation to determine their goals, future plans and mission statement.
* Prepare questions for the end of the interview that demonstrate they have done research into the company and are motivated and thorough.
* Practice answering questions that are likely to be asked. E.g. tell me a little about yourself. Explain a situation in which you were in conflict with another employee how did you resolve your differences?
* Self reflection and strengths and weaknesses and considering how to discuss and address these.
* *Updating your CV seems a week response given that you should have done this to get to the interview stage – however specifically altering it to suit the job criterion and taking it with you to the interview with a portfolio is a more acceptable response.*

**Two Strategies During**

* Answer questions using the SAO method - Situation Action Outcome
* Use other experiences to demonstrate your ability to transfer skills and knowledge from one situation to another.
* Use appropriate language both verbal and non-verbal (body language)
* Ask questions that demonstrate an interest in the organisation
* Bring appropriate support documentation to the interview such as certificates or portfolios.

1. Identify three self-management strategies and explain how you could use **one** of them to promote yourself if you were seeking a position in a workplace of your choice.

(6 marks)

|  |  |
| --- | --- |
| Planning/ Goal setting | * SMART goals identifying achievable career goals and objectives, developing action plans to achieve goals. * Determining appropriate resources to achieve goals, refining and modifying plans to take into account changing goals and employment conditions * provides clearer focus * • allows priority use of resources * • provides clarity of thinking * • provides more structure and direction in planning your career pathway * • gives you specific indicators of success to track and measure your progress. |
| Self-reflection / evaluation | * Allow you to review the success of completing a task or a decision made and the methods used * Enables you to focus on successes and weaknesses and areas of improvement for the future * Provides you with an opportunity to list future strategies to undertake when task is repeated. * Allows you to better match your own personal interests and abilities to suitable career options * Allow you to make realistic judgements about the suitability of career pathways in relation to your own personal circumstances. * Helps to modify behavior to improve * Seeking advice and feedback from others; responding to constructive criticism, reflecting on strengths and weakness, modifying behavior to improve |
| Time management | * develop routines that are advantageous in workplace settings and improve your employability * prioritising work tasks and make checklists * use an app or planner to ensure deadlines, appointments are met * setting timelines to achieve goals, allocating time for work, study and personal activities to create and maintain an effective work/life balance |

1. Describe the importance of a good work/life balance in the development of your career.

(5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Detailed description of importance of work/life balance in the development of career. Includes health and job performance may include being adaptable to change. | 5 |
| Describes the importance of work/life balance with some reference to the development of career. Includes health and job performance. | 4 |
| Describes clearly at least two reasons why work/life balance is important. | 3 |
| Outlines reasons why work/life balance is important. | 2 |
| Mentions or states a fact relating to work/life balance. | 1 |
| **Total** | **5** |

If not balanced won’t maintain health and resilience, WLB reduces stress and increases happiness improving job performance, concentration and job satisfaction – reduces likelihood of resentment towards working if there is a balance.

Balancing work and family life essential for long term sustainability and productivity.

Our circumstances change need to be adaptable to cope e.g. family responsibilities may influence our career development.

Increasing promotional opportunities for people who can balance different commitments due to the belief their work habits are sustainable.

Interests, values and goals change need time to pursue and helps make us more employable.

Matching personal values with career choice.

Develop new networks in personal life may result in new job opportunities.

**Question 3 18 marks**

1. Identify one economic and one social change and explain how each change has affected workplaces that you are familiar with.

(8 marks)

Note: Australia is not in a recession so please don’t say it is. WA yes but not Australia.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **2 changes x 4 marks** |  |
| Identify a social change | 1 |
|  |  |
| Explains the impact of the change has in the workplace | 3 |
| Explains briefly the impact of the change has in the workplace | 2 |
| Mentions or the impact of the change has in the workplace | 1 |
| **Total** | **8** |

Answers do not necessarily include all the points below but this gives an indication of how answers should include several key impacts.

Answers could include but are not limited to:

**Identify a social change**

* Ageing workforce –numbers of older people increasing relative to population
  + baby boomers retiring
  + numbers young people declining relative to population due to fertility rate 1.7 (below replacement levels)

**Impact of social change on workplace**

* + skills & experience shortage as baby boomers retire
  + need to recruit or retain older workers
  + government trying to keep people in workforce longer – eg. raising pension age
  + implication regarding OH&S refit factories to cope with older workers e.g. BMW magnifying glass attached to wall to help read part numbers on equipment and larger monitors for computers
  + implications maintaining productivity & efficiency

**Identify a social change**

*(Note the overlap in points with gender roles and diverse work patterns)*

* Gender roles –changing workplace demographics – increasing participation of women in the workforce. Women’s participation in the workforce increased from 1961 34% t0 2016 59%. Since 2011 over 55% of couple families – both partners employed

**Impact of social change on workplace**

* + overt discrimination in the workplace has decreased as number of women increasing and more women in management positions. This has also been due to Equal Opportunity legislation which reflects the changing social attitudes.
  + increase demand affordable child care – increasing work in this area
  + flexible work hours e.g. work from home arrangements
  + increase in part time work movement away from full time work as the norm
  + access to family leave provisions
  + since 1999 – carer’s leave, maternity/paternity/adoption leave, equal pay, 2009 Fair Work Act gives people caring for young children the right to make formal requests for more flexible work arrangements

**Identify a social change**

* Diverse patterns of employment and working hours

**Impact of social change on workplace**

* + flexible work hours, arrangements –e.g. work from home
  + trend away from permanent to flexible varied work e.g. contract work
  + increase in self-management of employment
  + work life balance important
  + Fair work Act 2009 gives people caring for young children the right to make formal requests for more flexible work arrangements
  + need to keep updating qualifications

**Identify a social change**

* Consumer preference –demand for particular product or service.
* influenced by culture, education, individual tastes, social media, environmental awareness, allergies etc.
  + greater social conscientiousness in consumer purchases leading to growth of environmentally friendly products and services and corporate responsible corporations – provide example/evidence to support assertion e.g. Body Shop
  + on-line shopping, consultants – causing closure of some store fronts and opening of virtual stores online,
    - causing changing jobs – less shop assistants needed in future but more delivery drivers
    - increasing opportunities for small businesses that can open a business without the finances needed to sell through a physical store
    - more active social media profile – helps predict and follow trends and meet fluctuations in demand and preferences
  + rise of the food nation increase in cafes and coffee houses as Australians are spending considerably more of their income on eating out and less in department stores

**Economic change**

* **Globalisation**

|  |
| --- |
| * Increased competition with global competitors particularly countries with cheaper labour or resources * Workplaces need to adapt more quickly to changes in the industry and be aware of innovations and technological change * New markets available to exploit - Increased use and need to have an ‘online’ presence increasing IT role in workplaces e.g. international online sales and advertising * Increasingly diverse workforce created need for cultural awareness training * Recruitment worldwide – online networking becoming more important for job opportunities and marketing |

* **Change from the construction phase for major mining projects to operational/production phase** in Australia and the fall in commodity prices reduced employment in mining industry and the demand for engineers (China’s demand for iron ore has fallen)
* **Decrease in manufacturing sector**
* Closure of motor vehicle manufacturing by Ford, Holden and Toyota and associated parts manufacturing
* Cheaper imports of goods - its cheaper to manufacture in developing nations with lower wages, taxes and less stringent environmental laws
* Offshoring and offshore outsourcing

1. Explain how the implementation of **a** Federal Government **policy** could drive two changes in the workplace.

(6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **2 changes x 3 marks** |  |
| Explains how a government policy or initiative could drive a change in the workplace | 3 |
| Explains briefly how a government policy or initiative could drive a change in the workplace | 2 |
| Mentions or states how a government policy or initiative could drive a change in the workplace | 1 |
| **Total** | **6** |

*Read the questions carefully. Most students failed to answer this question properly. The question states* ***a policy*** *– 2 changes, not two policies.*

Also the choice of federal government policy was poor. Consider using an example such as Human Rights or Equal Opportunity or National Employment Standards as they are specifically mentioned in the syllabus points so you need to know them anyway where as many of the other examples are not specifically mentioned in the syllabus.

The Australian federal government has a policy of promoting and protecting human rights and equal opportunity. By making it illegal to discriminate and harass people in the workplace; organisations are changing their procedures, protocols and codes of conduct to conform. This is increasing the cultural, gender and age diversity of our workplaces and changing attitudes by improving acceptance and equality. For example job applications are no longer discriminatory. It is also changing employee behaviour in the workplace, as both the individual and management are accountable for ensuring that harassment of any sort is not accepted or condoned by inaction. To avoid potential legal action for failure to comply workplaces are implementing cultural and age awareness schemes and training.

Note if the question asked for a state government policy use the WA Equal Opportunity Act 1984.

Other answers might include but are not limited to:

**The Fair Work Act 2009**. National Employment standards established in law enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms e.g. Minimum standards related to maximum weekly hours worked, parental leave and entitlements, annual leave, request for flexible working arrangements.

• Ensuring that the guaranteed safety net of fair, relevant and enforceable minimum wages and conditions can no longer be undermined by the making of statutory individual employment agreements of any kind given that such agreements can never be part of a fair workplace relations system

• Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms

**The Fair Work Act, National Employment Standards [NES]** right to request flexible working arrangements. Creates a better work life balance for families and a move away from traditional hours of employment. Once a request has been made, employers and employees can discuss and negotiate to come to an arrangement that balances both of their needs.

**Workplace bullying legislation** February 2013 and operating since 1st January 2014. This allows employees who suffer from workplace bullying the right to make an application to the Fair Work Commission (FWC) to have it deal with the dispute. This should promote a fairer and better working environment for all working Australians and foster changes in work place culture and standards.

Introduction of Government Agencies to promote positive change in the workplace **(encourage individuals with disabilities to seek employment and/or stay engaged in the workplace)** e.g. Disability Employment Services:

• Help to prepare those with disabilities for work, including training in specific job skills; job search support, such as résumé development, training in interview skills, and helps them in looking for suitable jobs

• Supports those with disabilities when initially placed into a job, including on the job training and ongoing support in a job if required

• Provides for the purchase of vocational training and other employment-related assistance

• Assist access to help with workplace modifications, support services, and interpreting service in the workplace

**Increase asset test threshold for Pensions** – Some people who would have retired prior to the changes to the pension asset threshold will delay their retirement, increasing the number of older workers in the workforce. According to the Australian Bureau of Statistics from 1984 to 2015, the workforce participation rate increased for both 55-64 year olds (from 41% to 64%) and people 65 and over (from 5% to 12%). Many will retire later to increase their superannuation and make it last longer. Therefore the median age of Australia’s workforce will continue to rise. It is currently 40 years of age. Workplaces will need to change in order to cope with the aging workforce by providing physical changes such as BMWs factory which has stretch bars, special seating, and larger than normal computer monitors to assist the older workers. As fewer people retire there will be less jobs and less promotional positions available to younger workers.

**Sunday penalty rates will decrease on the 1st July** some businesses may open longer because wage rates are lower and feel its now profitable so there could be an increase in economic activity. Some employees may be forced to work longer hours to get the same amount of pay that they received prior to changes to penalty rates. This could increase resentment among workers who may fell exploited and less valued than in the past. Some employees may need to get another job in-order to meet the short fall in their wage.

**Tax cuts and incentives** for small businesses designed to encourage further investment in business, this will foster job growth –examples include Export Market Development Grant Scheme where small and medium businesses get reimbursed up to 50% of their promotional expenses provided their total expenditure is over a certain amount ($15,000)

* Research and Development Tax Incentive
* Automotive Diversification Program provides grants between $50,000 and $1million to businesses in the automotive supply chain for investing in new capital equipment to diversify their operation.

**Australian Apprenticeship Incentive Programme payments** provides:

* Financial incentives to employers who employ eligible Australian Apprentices particularly where the apprenticeship is in a trade or industry experiencing a skills shortage, and therefore on the National Skills Needs List
* Personal benefits to apprentices who enter into skills-based training such as living away from home allowance in order to take up or retain an Australian apprenticeship

**Child-care funding -** Federal government increase funding for childcare

The *Jobs for Families* Child Care Package will change the workplace by making childcare more affordable, accessible and flexible thereby increasing the number of jobs in the childcare industry and making it easier for parents of young children to return to work. By returning to the workforce sooner than in the past these workers will be more able to cope with the changes in the workforce, their skills should still be relatively up to date and therefore their confidence making them more useful for their employers.

(Update Note the two-year, $246 million trial for nannies scheme program has been slashed and will end in mid-2018 because so few families signed up saying the cost were more expensive than using babysitters) Therefore if you used this example although it is acceptable it is recommended you use a different examples in future assessments.

The scheme provides subsidised nannies to low- and middle-income workers who can't access mainstream childcare services, either because of their hours of work (i.e. shift workers) or where they live. For police, health workers and emergency response personnel to access 24/7 nannies to match their complicated work rosters will increase the number of workers who cannot currently return to work because of the inherent nature of their hours of work.

**Restart Wage Subsidy** July 2014. The program provides up to $10,000 to employers to employ and maintain workers over the age of 50 who have been on income support for six months or longer. The goal of the program is to encourage older workers to stay in the workforce longer and to be contributing to improve employment outcomes. This should encourage a more diverse workforce that appreciates age diversity and ensure that developed workplace skills are utilised and not lost prematurely from organisations.

1. Describe two opportunities for individual career development that can be created by changes in the workplace.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 2 opportunities X 2 marks |  |
| Clear description of a opportunity created by a change to the workplace | 2 |
| Superficial description of a opportunity created by a change to the workplace | 1 |
| Total | 4 |

Answers could include but are not limited to:

Change: Globalisation or restructuring/expansion

Opportunity: Increased job opportunities world wide, chance to work overseas

Increases experiences, knowledge & skills – more competitive

Opportunity to work virtually reduces time commuting and increases time to up-skill

Corporate attitude promoting continuous professional learning encourages the development and provides opportunities to develop higher qualifications

Opportunities for secondment and performing higher duties while supervision on leave

Change: Equal Opportunity Legislation

Opportunity: Reduces discrimination and increases opportunities for women and minorities for example to attain employment (can’t discriminate against family circumstances) and promotion, as promotion based on merit not years of experience

Change: Aging workforce

Opportunity: Increases in mentoring of less experienced employees – develops skills, knowledge and greater access to networking

Change: Increasing reliance on latest ICT

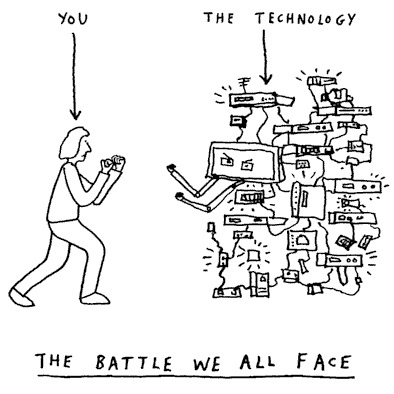
Opportunity: Companies providing up-skilling in new software, increases employment opportunities and promotional opportunities

Change: Adoption of CSR policies

Opportunity: Participation in voluntary programs boost CV showcasing personal skills and attributes and increasing networking opportunities

**Question 4 22 marks**

1. Explain the message portrayed in the cartoon below.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Explains the message the cartoonist is trying to portray to the viewer; conveys meaning by referring to the cartoon. E.g. use of caption or imagery. | 3 - 4 |
| Limited discussion/ explanation of the message in the cartoon. | 1 - 2 |
| **Total** | **4** |

Answers could include:

All people/employees will face a battle against technology, as it is developing and becoming more complex our jobs and lives are being taken over by technology leaving many of us unemployed. We are fighting to retain our position – “A battle we all face”. We feel intimidated and see technology as our enemy.

The sheer size and complexity of the ‘machine’ suggests technology is advancing and we need to fight to keep up and maintain our position. The body language of “you” suggests a boxing stance with fists up ready to defend. This fight could be a reference to up-skilling to be ‘on top of’ and in control of technology rather than being threatened or defeated by it.

1. The implementation of Information and Communication Technologies (ICT) has had a significant impact on the operational practices in the workplace. Describe one positive and one negative impact each of the following has had on the workplace.

* Use of social networking
* Mobile technologies
* High speed internet

(12 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| (3 X 2 marks each) for 1 positive impact of social networking, mobile technologies & high speed internet | **6** |
| Describes positive impact of each example of ICT | 2 |
| Mentions a positive impact of each example of ICT | 1 |
|  |  |
| (3 X 2 marks each) for 1 negative impact of social networking, mobile technologies & high speed internet | **6** |
| Describes negative impact of each example of ICT | 2 |
| Mentions a negative impact of each example of ICT | 1 |
| **Total** | **12** |

Answers could include:

**Use of social networking**

**Positive Impact on workplace:**

Key PR and marketing platforms through Facebook, messaging, (**Note Facebook is not free for businesses there is a charge)**

Internal social media platforms can decrease corporate hierarchy encouraging employees to make suggestions. Can increase and speed up two-way conversations

Engage employees helping to connect, share, help and grow.

**Use of social networking**

**Negative Impact on workplace:**

Distraction at work can reduce productivity - addiction

Clear policies needed to be in place to prevented potential workplace bullying, harassment, discrimination and venting; or disclosing confidential information

Increased cyber security risk

**Mobile technologies**

**Positive Impact on workplace:**

Workplace flexibility ability to work any place any time

Work from home at least part of week – reduces commuter time

For companies this can mean fewer overheads, e.g. less office space required

Trades people receive calls on site easier to schedule appointments and keep clients informed on estimated time of arrival (ETA). Receive real time information on the go.

Can send text messages to people’s phones informing them of a sale starting tomorrow.

**Mobile technologies**

**Negative impact on workplace**

Can reduce work/life balance by blurring boundaries between work and leisure as employees work from home, never able to completely switch off from work this decreases worker satisfaction, increases their stress levels and reduces employee sustainability

Addiction to checking mobile devices can reduce productivity

Inappropriate use of company resources – sending and receiving personal messages and calls

**High speed Internet**

**Positive impact on workplace:**

Improved learning and collaboration

Faster work with quick download/upload speed

Happier workers and customers

Instant global presence

Nearly all enterprises have e-commerce platforms and web portals

Sales, marketing and PR through social media – high speed essential

**High speed Internet**

**Negative impact on workplace:**

Pressure to be more efficient and productive

Reliance of system working efficiently

Employees downloading private material at workplaces cost and being distracted

1. Identify three strategies a business could implement to reduce its environmental impact and explain how one of these strategies could improve the global competitiveness of the business.

(6 marks)

***Exam Hint:*** *For a question like this, begin with identifying the three strategies. This would be worth three marks and is quick to write. Remember identify is more than a few words vaguely related to the topic it does need enough information for the marker to see the connection. For example don’t just write Fair Trade. Fair Trade is an organisation not a strategy, but using produce sourced through Fair Trade is a strategy. Another example was having a Corporate Social Responsible policy this is too vague what would the policy be about? A CSR policy to reduce energy consumption is a strategy.*

*Then chose one strategy and explain how it could improve the businesses global competiveness.*

|  |  |
| --- | --- |
| **Description** | **Marks** |
| (3 X 1 mark) for each strategy identified | 3 |
|  |  |
| Explains how one strategy could improve the global competitiveness of the business. | 3 |
| Briefly explains how one strategy could improve the global competitiveness of the business. | 2 |
| States a fact relating to improving competitiveness of the business. | 1 |
| **Total** | **6** |

Answers could include:

**Strategies to reduce environmental impact:**

Sourcing raw materials locally to reduce transport

Reducing wastage and dumping by increasing recycling, and reusing e.g. packaging, or minimising paper using resources like Dropbox or Google Drive

Reducing energy consumption by insulating buildings, improving ventilation and replacing incandescent lights with LED lights uses less energy and saves money.

Dealing with companies that are sourcing products through Fair Trade

Raising awareness of environmental issues to encourage environmental sustainable work practices like turning off lights and heating

**How one strategy could improve the global competitiveness of the business.**

Using Fair Trade brand increases recognition in the global market – recognition increases sales.

Other companies and individuals like to associate themselves with environmentally friendly companies – it improves their reputation and enhances sales through image association.

Companies striving to improve or maintain their corporate social responsible image will align themselves with companies that appear to have high environmental values.

Socially conscious consumers become loyal consumers.

Increased sales increase global competitiveness.

Organisations that encourage environmental sustainability tend to look for efficiency in their production processes, looking to improve their processes and become even more environmentally friendly. This attitude encourages sustainable practices in other areas of the organisation increasing productivity and contributing to their global competiveness.

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| Question | Marks |
| **Question 5** | **14 marks** |
| 1. Explain three reasons why a culture of continuous improvement enhances competitiveness in the global market place.   **x3** | **9** |
| Explains reason in detail and explicitly ties reason to enhanced competitiveness globally | 3 |
| Satisfactory explanation of reason linking it to global competitiveness | 2 |
| States reason but limited explanation in relation to global competitiveness | 1 |
| 1. Define what is meant by sustainability and explain its role in assisting a business to become more globally competitive. | **5** |
| Detailed definition and explanation of sustainability’s role in helping a business improve its global competitiveness | 4-5 |
| Satisfactory definition and explanation of sustainability’s role in helping a business improve its global competitiveness | 2-3 |
| Limited definition and explanation of sustainability’s role in helping a business improve its global competitiveness | 0-1 |

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| **Question 6** | **18 marks** |
| 1. Explain how cost/benefit analysis can be used to assist you in making career decisions. | **6** |
| Detailed explanation of how cost/benefit analysis can be used to assist student in making their career decisions | 5-6 |
| Satisfactory explanation of how cost/benefit analysis can be used to assist student in making their career decisions | 3-4 |
| Limited explanation of how cost/benefit analysis can be used to assist student in making their career decisions | 0-2 |
| 1. Explain two benefits of workplace mentoring for the mentor and two benefits for the mentee   **x2** | **12** |
| Detailed explanation of benefit of workplace mentoring to mentor | *3* |
| Satisfactory explanation of benefit of workplace mentoring to mentor | *2* |
| Limited explanation of benefit of workplace mentoring to mentor | *1* |
| Detailed explanation of benefit of workplace mentoring to mentee | *3* |
| Satisfactory explanation of benefit of workplace mentoring to mentee | *2* |
| Limited explanation of benefit of workplace mentoring to mentor | *1* |

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| **Section Two** | |
| **Question 7** | **30 Marks** |
| 1. Discuss the challenges created by globalisation for individuals and organisations. | **10** |
| Thorough discussion of challenges created by globalisation for both individuals and organisations. | 8-10 |
| Satisfactory discussion of challenges created by globalisation for both individuals and organisations. | 5-7 |
| Limited discussion of challenges created by globalisation for both individuals and organisations. | 0-4 |
| 1. Evaluate how a business’s global competitiveness is effected by implementing fair trade practices. | **10** |
| Detailed evaluation of the impact of implementing fair trade practices on the global competitiveness of a business | 8-10 |
| Satisfactory evaluation of the impact of implementing fair trade practices on the global competitiveness of a business. | 5-7 |
| Limited evaluation of the impact of implementing fair trade practices on the global competitiveness of a business | 0-4 |
| 1. Two global trends in employment include a decrease in job security and an increase in working virtually. Discuss how you may deal with these in terms of your individual career development   **x2** | **10** |
| Detailed discussion of the impact of global trend on student’s career development. | 4-5 |
| Satisfactory discussion of the impact of global trend on student’s career development. | 2-3 |
| Limited discussion of the impact of global trend on student’s career development. | 0-1 |

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| **Question 8**  In 1997 49% of people age 55 to 64 were retired and 93% of people ages over 65 were retired. In contrast by 2013 26% of people age 55 to 64 were retired and 77% of people aged over 65 were retired.  *Australian Bureau of Statistics*  In 2014, the Commonwealth Government raised the official retirement age to 67 from 2023. | **30 marks** |
| 1. Discuss the implications this could have for the workplace and people entering the workforce. | **10** |
| Thorough discussion of implications of raised retirement age on both workplace and people entering the workforce. | 8-10 |
| Satisfactory discussion of implications of raised retirement age on both workplace and people entering the workforce. | 5-7 |
| Limited discussion of implications of raised retirement age on both workplace and people entering the workforce. | 0-4 |
| 1. Identify two qualities that a Baby Boomer and two qualities a Gen Y employee could bring to a workplace and analyse the benefits of having both in the same workplace. | **11** |
| Identifies two qualities of baby boomer and two qualities of gen Y employee | *4* |
| Detailed analysis of the benefits of having both baby boomers and gen Y in a workplace. | *5-7* |
| Satisfactory analysis of the benefits of having both baby boomers and gen Y in a workplace. | *3-4* |
| Limited analysis of the benefits of having both baby boomers and gen Y in a workplace. | *0-2* |
| 1. Explain three strategies an employer could introduce to a workplace to promote successful generational collaboration among their employees?   **x3** | **9** |
| Detailed explanation of strategy an employer could introduce to promote successful cross generational collaboration. | 3 |
| Satisfactory explanation of strategy an employer could introduce to promote successful cross generational collaboration. | 2 |
| Limited explanation of strategy an employer could introduce to promote successful cross generational collaboration. | 1 |

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| **Question 9** | **30 marks** |
| 1. Identify four factors that drive organisational restructuring and discuss the impact of one of these on a business you have studied. | **10** |
| Identifies four factors that drive organisational restructuring | *4* |
| Detailed discussion of one factor that drove organisational restructuring on a business studied. | *5-6* |
| Satisfactory discussion of one factor that drove organisational restructuring on a business studied. | *3-4* |
| Limited discussion of one factor that drove organisational restructuring on a business studied. | *0-2* |
| 1. Discuss the impact of organisational restructuring on the human, physical and financial resources of a business.   **x3** | **12** |
| Detailed discussion of the impact of organisational restructuring on (*human, physical, financial)*resource | 4 |
| Satisfactory discussion of the impact of organisational restructuring on (*human, physical, financial)*resource | 2-3 |
| Limited discussion of the impact of organisational restructuring on (*human, physical, financial)*resource | 0-1 |
| 1. Which organisational structure do you believe best suits your career development? Justify your answer. | **8** |
| States organisational structure | 1 |
| Detailed justification of choice of organisational structure best suited to student’s career development. | 6-7 |
| Satisfactory justification of choice of organisational structure best suited to student’s career development. | 3-5 |
| Limited justification of choice of organisational structure best suited to student’s career development. | 0-2 |

**END OF SECTION TWO**