2001 HSC Notes from the Examination Centre Retail Operations

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2001 HSC NOTES FROM THE EXAMINATION CENTRE RETAIL OPERATIONS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Retail Operations. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Retail Operations.

In 2001 a total of 1118 candidates presented the examination in Retail Operations.

Section I – Multiple Choice Questions

Answers to the multiple choice questions are as follows:

Question	Correct Response
1	C
2	D
3	B
4	B
5	B
6	A
7	C
8	A

Question	Correct Response
9	B
10	D
11	D
12	D
13	A
14	C
15	D

Section II

Specific Comments

Question 16

This question required candidates to calculate the total credit sales as part of their closing routine.

(a)   Most candidates were able to define the difference between cash and credit sales and calculate the correct answer of $545.00.

(b)   (i)   This part required candidates to calculate the total sales recorded by the register and to show the steps involved in determining this total amount.

Most candidates included appropriate procedures in their workings to arrive at the correct answer of $1985.00, though some, after providing the correct procedures in their calculation, arrived at the incorrect total. Some candidates simply stated that there was a total of 15 individual sales instead of calculating the total dollar amount.

(c)   (ii) This part asked candidates to calculate the closing cash balance for the register and show each step involved. Candidates were required to add the total cash sales to the float and subtract the EFTPOS cash out to gain the correct answer of $660.00. Some candidates incorrectly began the calculation with total sales of $1985.00 instead of only the total cash sales of $550.00.

Question 17

(a) This part required candidates to justify one strategy that could be used to eliminate a common physical workplace hazard within a retail environment.

Most candidates were able to identify an appropriate strategy and give justification and/or an explanation of how a physical hazard may be reduced. Some candidates incorrectly identified strategies relating to ergonomic or other types of hazards.

(b) In this part candidates were required to draft a memo that outlined the correct lifting procedures for handling and receiving stock of different weights.

Most candidates were able to outline the basic procedures for lifting correctly, though not always in the correct sequence. The better responses included justification for lifting procedures and/or alternatives for lifting heavy items.

Question 18

(a) This part required candidates to identify two sources of product knowledge that a professional salesperson could use to learn about a new product.

Most candidates answered this question well but some responses outlined the product knowledge a salesperson should elicit rather than identify the source of that product knowledge.

(b) This part required candidates to explain how a professional salesperson would use features and benefits to sell a pair of sunglasses. Candidates were required to discuss how a customer's needs and wants would be identified, and then to explain how features and benefits could be used to satisfy these requirements.

Few candidates discussed how to identify customer needs and wants, while other candidates gave a general description of the process without providing examples of features and benefits specific to sunglasses.

Question 19

(a)   In this part candidates were required to state one advantage and one disadvantage of retailers remaining in a partnership structure.

Many candidates did not refer to the stimulus material supplied in the question and approached this question by either outlining the general advantages and disadvantages of partnerships, or outlined the advantages and disadvantages of remaining in a partnership of two. Better responses made clear statements about the relative advantages and disadvantages of increasing the number of partners to five to accommodate the planned expansion.

(b)   This part required candidates to evaluate an alternative business structure that facilitated the expansion of the business compared with the existing partnership structure.

Better responses correctly outlined the characteristics of a private company and made clear comparisons between it and a partnership. They were also able to outline clearly the benefits of moving to a private company and how it could facilitate the planned expansion. The better responses outlined reasons that supported the alternative business structure.

Question 20

(a)   This part required candidates to identify two key groups from the retail industry who are involved in the negotiations to determine the conditions in the retail award. Some candidates had difficulty in specifically naming two groups, instead identifying trade unions and employer associations in generic terms.

(b)   In this part, candidates had to state two differences between an award and an enterprise agreement. Better responses clearly stated two differences between awards and enterprise agreements but most candidates were only able to identify one difference.

(c)   This part asked candidates to outline the process of creating an enterprise agreement. Most candidates were able to outline the basic process of negotiation and coming to an agreement. Better responses outlined the key steps in the process from identifying the stakeholders and making recommendations to reaching an agreement and seeking ratification through the AIRC.

Question 21

(a)   This part required candidates to give two reasons for accurately checking off stock when receiving incoming goods. Most candidates were able to identify two distinct reasons including checking for damaged or missing stock. Some candidates suggested invalid reasons relating to ordering and other tasks not directly related to checking off stock.

(b)   This part required candidates to explain how EDI supports stock management in a retail store. Most candidates were able to describe the use of EDI in a store but few respondents explained how the use of EDIs benefited stock management in a retail store.

Section III

Question 22

This extended response required candidates to identify a range of difficult customer types and analyse the effectiveness of available strategies to deal with difficult customers.

Generally, candidates demonstrated an understanding of the various types of difficult customers a professional salesperson may encounter during the sales process and matched appropriate strategies to meet their needs. Many candidates lacked the ability to analyse the effectiveness of the various strategies available to deal with the range of difficult customers identified.

The better candidates were able to provide a comprehensive discussion of difficult customers and their characteristics. These candidates were also able to identify specific strategies suited to dealing with the particular type of difficult customer. They demonstrated a conceptual understanding of how specific strategies clearly related to particular types of difficult customers and were able to analyse the effectiveness of these strategies.

Question 23

This question required candidates to identify the various career paths in the retail industry and discuss how the increase in casual employment affects these career paths. Generally, candidates demonstrated an understanding of vertical career paths in retail but lacked knowledge of other career path options available to retail employees.

The better responses were able to provide a comprehensive discussion of the impact of increasing casual employee numbers on career paths in the industry.

Question 24

This question required candidates to critically evaluate the strategies available to the point-of-sale operator to minimise theft and shrinkage in a retail store.

Candidates generally demonstrated a good understanding of the strategies the point-of-sale operator could use to minimise theft.

Most candidates experienced difficulty in critically evaluating the strategies. Many could adequately evaluate positive aspects of the strategies but had difficulty highlighting any costs or limitations of the strategies. The better responses supported their evaluation with appropriate retail examples using correct industry terminology.

Retail Operations
2001 HSC Examination Mapping Grid

Question	Marks	Unit of Competency	
Section I			
1	1	WRRS.1A	Sell Products and Services
2	1	WRRCS.3A	Interact with Customers
3	1	WRRCS.3A	Interact with Customers
4	1	WRRS.1A	Sell Products and Services
5	1	WRRI.1A	Perform Stock Control Procedures
6	1	WRRCA.1A	Operate Retail Equipment
7	1	WRRI.1A	Perform Stock Control Procedures
8	1	WRRLP.2A	Minimise Theft
9	1	WRRLP.1A	Apply Safe Work Practices
10	1	WRRLP.1A	Apply Safe Work Practices
11	1	WRRLP.1A	Apply Safe Work Practices
12	1	WRRER.1A	Work Effectively in a Retail Environment
13	1	WRRER.1A	Work Effectively in a Retail Environment
14	1	WRRCA.1A	Operate Retail Equipment
15	1	WRRS.2A	Advise on Products and Services
Section II			
16(a)	1	WRRF.1A	Balance the Register/Terminal
16(b)(i)	2	WRRF.1A	Balance the Register/Terminal
		WRRCS.2A	Apply Point of Sale Handling Procedures
16(b)(ii)	2	WRRF.1A	Balance the Register/Terminal
		WRRCS.2A	Apply Point of Sale Handling Procedures
17(a)	2	WRRLP.1A	Apply Safe Work Practices
17(b)	4	WRRLP.1A	Apply Safe Work Practices
18(a)	2	WRRS.2A	Advise on Products and Services
		WRRCS.3A	Interact with Customers
18(b)	4	WRRS.2A	Advise on Products and Services
		WRRCS.3A	Interact with Customers
19(a)	2	RET001	Introduction to Retailing
19(b)	4	RET001	Introduction to Retailing
20(a)	2	WRRER.1A	Work Effectively in a Retail Environment
		RET001	Introduction to Retailing
20(b)	2	WRRER.1A	Work Effectively in a Retail Environment
20(c)	4	WRRER.1A	Work Effectively in a Retail Environment
21(a)	2	WRRI.1A	Perform Stock Control Procedures
21(b)	2	WRRI.1A	Perform Stock Control Procedures
		WRRCA.1A	Operate Retail Equipment
Section III			
22	15	WRRS.1A	Sell Products and Services
		WRRCS.1A	Communicate in the Workplace
		WRRCS.3A	Interact with Customers
23	15	RET001	Introduction To Retailing
24	15	WRRLP.2A	Minimise Theft
		WRRCS.2A	Apply Point of Sale Handling Procedures

2001 HSC Retail Operations Marking Guidelines

Question 16 (a) (1 mark)

Units of competency assessed: WRRF.1A

MARKING GUIDELINES

Criteria	Marks
• $545	1

Question 16 (b) (i) (2 marks)

Units of competency assessed: WRRF.1A, WRRCS.2A

MARKING GUIDELINES

Criteria	Marks
• Correct answer of $1985 showing working	2
• Correct answer with no working OR • Correct elements shown in working with incorrect answer	1

Question 16 (b) (ii) (2 marks)

Units of competency assessed: WRRF.1A, WRRCS.2A

MARKING GUIDELINES

Criteria	Marks
• Correct answer of $660 showing all working	2
• Correct answer with no working OR • One correct element of calculation and incorrect answer	1

Question 17 (a) (2 marks)

Units of competency assessed: WRRLP.1A

MARKING GUIDELINES

Criteria	Marks
• One strategy supported by argument or conclusion	2
• One strategy identified	1

Question 17 (b) (4 marks)

Units of competency assessed: WRRLP.1A

MARKING GUIDELINES

Criteria	Marks
• Correctly uses specific terminology • Describes correct lifting procedures for handling and receiving stock of different weights • The sequencing of lifting should be correct • May give justification for each lifting procedure • May give alternatives for moving heavy items	4
• Correctly uses specific terminology • Describes a range of correct lifting procedures - 1 or 2 steps may be omitted • May justify some lifting procedure	3
• Lists some steps in the correct lifting procedures • Uses non-specific terminology	2
• Generic unlinked statements about lifting heavy items	1

Question 18 (a) (2 marks)

Units of competency assessed: WRRS.2A, WRRCS.3A

MARKING GUIDELINES

Criteria	Marks
• Lists two sources of product information	2
• Lists one source of product information	1

Question 18 (b) (4 marks)

Units of competency assessed: WRRS.2A, WRRCS.3A

MARKING GUIDELINES

Criteria	Marks
• Discussion of identifying customer needs and wants • Explain use of features and benefits to satisfy these needs and wants • Supply examples of sunglasses features and benefits to support their explanation	4
• Explanation of how features and benefits are used to sell a product • Supply examples of sunglasses features and benefits to support their explanation	3
• List of features and corresponding benefits for sunglasses with clear links between the features and benefits	2
• List of benefits OR • List of features OR • A list mixing both, but with no link between them	1

Question 19 (a) (2 marks)

Units of competency assessed: RET001

MARKING GUIDELINES

Criteria	Marks
• One advantage and one disadvantage identified	2
• One advantage OR • One disadvantage is identified	1

Question 19 (b) (4 marks)

Units of competency assessed: RET001

MARKING GUIDELINES

Criteria	Marks
• An alternative structure is identified and described with comprehensive reasons supporting the choice and the relationship to the current structure	4
• An alternative structure is identified and described and supporting reasons given for selecting this structure	3
• A different structure is identified and described. Some reasons may be incorrectly provided in support	2
• A different structure is identified and may be described	1

Question 20 (a) (2 marks)

Units of competency assessed: WRRER.1A, RET001

MARKING GUIDELINES

Criteria	Marks
• Correctly names two key groups	2
• Correctly names one key group OR • Correctly identifies two key groups in generic terms	1

Question 20 (b) (2 marks)

Units of competency assessed: WRRER.1A

MARKING GUIDELINES

Criteria	Marks
• Two differences correctly stated	2
• One difference stated	1

Question 20 (c) (4 marks)

Units of competency assessed: WRRER.1A

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies all steps sequentially	4
• Steps may be correctly identified but not in order OR • Four steps correctly identified in sequence	3
• At least four steps listed in any sequence	2
• Two to three steps are identified	1

Question 21 (a) (2 marks)

Units of competency assessed: WRRI.1A

MARKING GUIDELINES

Criteria	Marks
• Two appropriate reasons are given	2
• One appropriate reason given	1

Question 21 (b) (2 marks)

Units of competency assessed: WRRI.1A, WRRCA.1A

MARKING GUIDELINES

Criteria	Marks
• Clear explanation given, with cause and effect included	2
• Statement or description given, rather than explanation	1

Question 22 (15 marks)

Units of competency assessed: WRRS.1A, WRRCS.1A, WRRCS.3A

MARKING GUIDELINES

Criteria	Marks
• Provides comprehensive analysis of the range of problems that can be encountered in the sales process • Provides a comprehensive analysis of the effectiveness of strategies to address each of the common problems in delivering a sale • Communicates ideas and information effectively, using appropriate retail examples and integrating correct industry terminology into a well reasoned, cohesive report, using language appropriate to the audience and purpose	13 – 15
• Provides limited analysis of the range of problems that can be encountered in the sales process • Provides limited analysis of the effectiveness of strategies to address each of the common problems in delivering a sale • Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology in a report, using language appropriate to the audience and purpose	10 – 12
• States a range of strategies that could be used to address problems in the sales process • Communicates ideas and information, using one or two appropriate retail examples and a range of industry terminology in a report	7 – 9
• States a range of problems that could occur during the sales process • Communicates ideas and information with limited use of industry terminology in a report	4 – 6
• Lists some relevant points to dealing with difficult customers • Shows limited communication, using some basic retail terminology	1 – 3

Question 23 (15 marks)

Units of competency assessed: RET001

MARKING GUIDELINES

Criteria	Marks
• Provides comprehensive discussion of the impact that casualisation has had on career paths in retail • Provides a comprehensive explanation of the career paths that are available in the retail industry, including the correct identification of career paths available in the retail industry • Communicates ideas and information effectively, using appropriate retail examples and integrating correct industry terminology into a well reasoned, cohesive report, using language appropriate to the audience and purpose	13 – 15
• Provides limited discussion of the impact that casualisation has had on career paths in retail • Provides limited explanation of the career paths that are available in the retail industry, including the correct identification of career paths available in the retail industry • Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology in a report, using language appropriate to the audience and purpose	10 – 12
• States the impact that casualisation has had on career paths in retail • States that career pathways exist in the retail industry, but may limit response to vertical career paths • Communicates ideas and information, using one or two appropriate retail examples and a range of industry terminology in a report	7 – 9
• States that casualisation exists in the retail industry • States simple relationships between entry-level workers and other positions • Communicates ideas and information with limited use of industry terminology in a report	4 – 6
• Lists some relevant points to the employment of casuals in the retail industry • Shows limited communication, using some basic retail terminology	1 – 3

Question 24 (15 marks)

Units of competency assessed: WRRLP.2A, WRRCS.2A

MARKING GUIDELINES

Criteria	Marks
• Provides comprehensive evaluation of the range of strategies available to a point of sale operator in minimising theft and shrinkage • Communicates ideas and information effectively, using appropriate retail examples and integrating correct industry terminology into a well reasoned, cohesive report, using language appropriate to the audience and purpose	13 – 15
• Provides limited evaluation of a range of strategies that a point of sales operator could use in minimising theft and shrinkage • Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology in a report, using language appropriate to the audience and purpose	10 – 12
• States a range of strategies that a point of sales operator could use in minimising theft and/or shrinkage • Communicates ideas and information, using one or two, appropriate retail examples and a range of industry terminology in a report.	7 – 9
• States a limited range of strategies a point of sales operator could use in minimising theft or shrinkage • Communicates ideas and information with limited use of industry terminology in a report	4 – 6
• Lists some relevant points to minimising theft in the retail industry or to the role of the point of sale operator • Shows limited communication, using some basic retail terminology	1 – 3