

**2004 HSC Notes from  
the Marking Centre  
Retail Operations**

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# 2004 HSC NOTES FROM THE MARKING 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 2004 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 2004 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.

### Comments

In 2004 approximately 1136 candidates attempted the Retail Operations examination.

The multiple choice and short answer questions were similar in structure and style to those in the specimen paper and in the 2001–2003 papers and they covered a broad range of outcomes from the Retail Operations syllabus.

The extended response questions provided an opportunity for candidates to apply their knowledge of a range of HSC topics studied.

### Section I – Core

#### Part A – Multiple Choice Questions

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

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

## Section II

### General Comments

Overall, the candidates' responses indicated that the majority had a good grasp of retail concepts, appropriate for HSC candidates. Candidates need to be aware that the answer space allocated is a guide to the length of the response required to score full marks.

Teachers should ensure that candidates thoroughly understand the meaning of the words in the 'Glossary of Key Words' document. There were a large number of candidates who relied on listing and defining where the question required a more elaborate response. Those candidates who understood the instructional words generally gained access to higher ranges of marks.

Teachers and candidates should be aware that examiners might ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course.

### Specific Comments

#### Question 16

Better responses identified three modern methods of shopping and explained the impact of each on the community. These candidates identified a variety of methods including payment options, internet shopping, direct marketing, extended shopping hours and a range of retail outlets. The direct impact on the community for each identified method was relevant and a different impact was provided for each identified method.

Average responses either identified two modern methods of shopping and explained the impact of each on the community or could identify three modern shopping methods but provided only a general statement relating to the impact of modern methods on the community.

Poorer responses often provided general statements that shopping would have an impact on the community but were unable to identify any modern methods using the correct retail terminology.

#### Question 17

(a) Better responses were able to calculate the correct total of \$206.80.

Poor responses made several errors and were unable to calculate the correct total.

(b) Better responses were able to calculate the correct total of \$206.80 per fortnight.

Some responses used an incorrect total from part (a) to successfully demonstrate the process being examined in part (b).

Poorer responses made several errors and were not able to display any knowledge of the process required to complete this question.

(c) Better responses were able to correctly identify that a \$30.00 cancellation fee was applicable if a cancellation was made.

Average responses typically were able to identify either the \$30.00 cancellation fee OR that a refund for ‘change of mind’ purchases within 7 days of purchase date was acceptable OR that once the lay-by was paid for in full, the goods could not be returned or refunded.

Poorer responses included general statements about lay-bys but failed to use the stimulus to provide an acceptable answer.

- (d) Better responses were able to identify two advantages of lay-bys from the retailer’s perspective.

Average responses typically identified one advantage for the retailer and one advantage for the customer.

Poorer responses used the stimulus to make general statements about lay-bys. These statements were often from the consumer’s perspective.

### **Question 18**

Better responses correctly identified the four types of hazards and provided a logical precaution that could be used to either reduce the risk of this situation occurring in the first instance or that could be implemented after the situation has occurred to reduce further risks associated with the situation.

Average responses generally provided correct terminology for some of the situations provided, and outlined an adequate precaution to reduce the risk in that situation. However, some of the identified precautions were not OH&S compliant or were extreme measures not usually acceptable within a retail environment.

Poorer responses were unable to identify the types of hazards and simply choose to explain why the respective situations were hazardous. These candidates often provided unviable precautions to reduce the risks.

### **Question 19**

- (a) The better responses correctly identified the employee association, clearly explained the role of the retail industry employee association and generally provided examples of areas in which the association assisted employees.

Average responses presented a general statement that the employee association provided support to the retail workers but were unable to give a specific explanation of the areas in which it may assist.

Poorer responses failed to recognise that the employee association supports the retail employees. Many of these candidates argued that the employee association fought for the rights of the employer against the employee.

- (b) Better responses were able to identify the three main processes involved in the grievance procedure in correct order.

Average responses were able to identify some steps in the grievance procedure in sequence. These candidates were often able to identify and explain how employees would ensure a grievance procedure was investigated and/or resolved.

Poorer responses made several errors in answering this question. Some candidates interpreted the question as to how to assist an employee who is grieving (generally after an accident or death) rather than the grievance process for employees who are unhappy as a result of a decision/conflict in the workplace. Other candidates who recognised the intent of the question simply provided a generic statement that employees can make complaints about issues in the workplace without outlining the steps required to do this.

### **Question 20**

- (a) Better responses were able to outline a number of procedures used for receiving and processing incoming stock.

Average responses were able to correctly outline the procedures for either receiving or processing stock.

Poorer responses generally misunderstood the question and discussed procedures which could be used to reduce shrinkage.

- (b) Better responses displayed a comprehensive understanding of how EDI assists with monitoring stock in a retail environment.

Average responses described some elements of how EDI assisted in monitoring stock.

Poorer responses typically made generic statements such as ‘EDI helps with stocktake’.

### **Question 21**

- (a) Better responses were able to identify several characteristics an employee should possess to be an effective team member.

Poorer responses generally only identified one characteristic of an effective team member.

- (b) Better responses clearly identified and explained the characteristics of teamwork and how they contributed and assisted not only colleagues, but also the customer and employer. These candidates were able to make the link between characteristics of teamwork and how these affected the retail environment.

A direct link was generally established between these characteristics and how they could streamline customer service and ultimately sales.

Average responses were able to identify some characteristics of effective teamwork but generally listed characteristics without providing an explanation. These candidates could not clearly establish a link between the teamwork characteristics and the resultant improvement in customer service.



Poorer responses generally involved the identification of selling skills required to make a sale. These candidates made general statements that teamwork was essential in providing good customer service but were unable to establish a link between their generic statement and the resultant improvement in customer service.

### **Section III**

Candidates need to be mindful of the rubric at the beginning of Section III advising them of the criteria used to assess responses.

#### **Question 22**

The majority of candidates were able to identify a range of strategies but were unable to provide an evaluation for each of these strategies, simply choosing to describe each of the strategies they identified. This question again highlighted the value for candidates of having a detailed knowledge of the ‘glossary of key words’ used by the Board of Studies in the construction of Higher School Certificate examinations.

Better responses identified and described a comprehensive range of strategies used to minimise theft and effectively evaluated each one. Many of these candidates were also able to make a judgement on whether certain strategies were of greater value to the retailer than other alternatives. These responses were cohesive and clearly displayed a depth of content and terminology specific to retail.

Average responses described a range of strategies used to minimise theft. The evaluation of these strategies was very limited and often summative in nature, rather than evaluating each identified strategy separately. These candidates made limited reference to retail-specific terminology.

Poorer responses briefly outlined strategies which are used to minimise theft. These candidates displayed a limited knowledge of retail-specific content and terminology and were unable to provide any evaluation of the strategies outlined. Some candidates provided irrelevant material about shrinkage.

#### **Question 23**

This question was misinterpreted by a number of candidates who responded with an analysis of the techniques/processes/strategies a professional salesperson would employ to ensure they were able to attain a sale at the end of these techniques.

This question again highlights the need for teachers to emphasise with their candidates the requirement to recognise retail terminology so that future misinterpretations can be avoided.

Better responses were able to analyse a comprehensive range of techniques that a professional salesperson would use to successfully close a sale, using appropriate retail examples and correct industry terminology. Responses provided an overview of the selling process with the focus on closing techniques such as Assumptive, Final Chance, Special Offer, Alternative, Active and Narrow Down. Better responses were also able to directly link these techniques to a variety of examples a salesperson would meet in their everyday work environment. Better responses

communicated ideas and information in a well-reasoned and cohesive manner which provided structure to ensure clarity of response.

Average responses generally responded to the question in one of two ways. Some candidates provided a range of closing techniques with limited analysis and justification for their use. Other candidates responded by taking a more liberal interpretation, giving a general description of the selling process, including greeting customers, determining needs analysis, offering alternatives, overcoming objections, closing sale and farewelling the customer. Both types of responses were usually limited in their use of appropriate retail terminology and relevant examples.

Poorer responses simply listed or described some points relating to closing a sale or to the selling process. These responses provided limited communication of ideas and information using only basic retail terminology.

### **Question 24**

Better responses identified and provided a comprehensive discussion of the rights and responsibilities of retailers and consumers in relation to purchases and refunds, using appropriate retail examples and correct industry terminology. These candidates also provided examples that linked the legislation and industry codes of practice to refunds and purchases in the retail industry. These responses communicated ideas and information in a well-reasoned and cohesive response which provided structure in ensuring all aspects of the question were addressed.

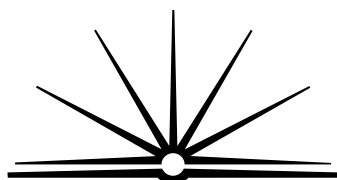
Average responses generally responded to the question in one of two ways. Some candidates were able to describe the rights and/or responsibilities of the retailer and/or consumer in relation to purchases and/or refunds, in a number of different combinations, but were not able to adequately address all components of the question. Other candidates merely outlined the rights and responsibilities of retailers and consumers in relation to purchases and refunds. Some responses included appropriate retail examples and a range of industry terminology, but were limited in addressing all components of the question.

Poorer responses simply listed some points relating to purchases and/or refunds in relation to the rights and/or responsibilities of retailers and/or consumers. These responses provided limited communication using only basic retail terminology with few examples to support their response.

# Retail Operations

## 2004 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency	
<b>Section I</b>			
1	1	WRRCS1B	Communicate in the Retail workplace
2	1	WRRS.1B	Sell products and services
3	1	WRRM.2B	Perform routing housekeeping activities
4	1	WRRS.1B	Sell products and services
5	1	WRRS.1B	Sell products and services
6	1	WRRLP.2B	Minimise theft
7	1	WRRLP1B	Apply safe working practices
8	1	WRR1.1B	Perform stock control procedures
9	1	WRRCS2B	Apply point of sale handling procedures
10	1	WRRCS.3B	Interact with customers
11	1	WRRF1B	Balance register/terminal
12	1	WRRER1B	Work effectively in a retail environment
13	1	WRRLP1B	Apply safe working practices
14	1	RET. 001	Introduction to Retail
15	1	WRRER1B	Work effectively in a retail environment
16	11	WRRF1B	Balance register/terminal
<b>Section II</b>			
16	6	RET. 001	Introduction to Retail
17 (a)	1	WRRCS2B	Apply point of sale handling procedures
17 (b)	1	WRRF1B	Balance register/terminal
17 (c)	2	WRRS1B	Sell products and services
17 (d)	2	WRRCS1B	Communicate in the Retail workplace
18	8	WRRLP1B WRRM.2B	Apply safe working practices Perform routing housekeeping activities
19 (a)	2	WRRER1B	Work effectively in a retail environment
19 (b)	3	WRRER1B	Work effectively in a retail environment
20 (a)	2	WRR1.1B	Perform stock control procedures
20 (b)	3	WWRCA.1B	Operate retail equipment
21 (a)	2	WRRCS.1B	Communicate in the Retail workplace
21 (b)	3	WRRCS.1B WRRCS.3B	Communicate in the Retail workplace Interact with customers
<b>Section III</b>			
22	15	WRRLP.2B	Minimise theft
23	15	WRRCS.2B	Apply point-of-sale handling procedures
24	15	WRRS.1B	Sell products and services



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2004 HSC Retail Operations Marking Guidelines**

### **Section II**

#### **Question 16**

*Competencies assessed: RET001*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies <b>THREE</b> modern methods of shopping and explains the impact of each one on the community</li></ul>	6
<ul style="list-style-type: none"><li>Identifies <b>THREE</b> modern methods of shopping and explains the impact on the community for some</li></ul>	5
<ul style="list-style-type: none"><li>Identifies <b>TWO</b> modern methods of shopping and explains the impact on the community for each</li></ul>	4
<ul style="list-style-type: none"><li>Identifies <b>TWO</b> modern methods of shopping and explains the impact for <b>ONE</b></li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Identifies <b>THREE</b> modern methods of shopping and no explanation of impact on the community</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Identifies <b>NO</b> modern methods of shopping but explains <b>THREE</b> general impacts on the community</li></ul>	3
<ul style="list-style-type: none"><li>Identifies <b>ONE</b> modern method of shopping and explains the impact for it on the community</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Identifies <b>TWO</b> modern methods of shopping and no explanation of impact on the community</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Identifies <b>NO</b> modern methods of shopping but explains <b>TWO</b> general impacts on the community</li></ul>	2
<ul style="list-style-type: none"><li>Identifies <b>ONE</b> modern method of shopping</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Provides one general explanation of an impact on the community</li></ul>	1

**Question 17 (a)***Competencies assessed: WRRCS2B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Accurately calculates minimum deposit required	1

**Question 17 (b)***Competencies assessed: WRRF1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Accurately calculates average fortnightly payments Bernie will need to make	1

**Question 17 (c)***Competencies assessed: WRRS1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies both parts of policy from conditions of lay-by	2
• Identifies ONE part of policy for either cancellation of lay-by OR refund	1

**Question 17 (d)***Competencies assessed: WRRCS1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes TWO advantages of lay-by for retailers	2
• Describes ONE advantage of lay-by for retailers	1

**Question 18***Competencies assessed: WRRLP1B, WRRM2B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides correct response to ALL eight parts of the table	8
• Provides correct response to seven parts of the table	7
• Provides correct response to six parts of the table	6
• Provides correct response to five parts of the table	5
• Provides correct response to four parts of the table	4
• Provides correct response to three parts of the table	3
• Provides correct response to two parts of the table	2
• Provides correct response to one part of the table	1

**Question 19 (a)***Competencies assessed: WRRER1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains the role of the association in relation to its members	2
• Describes or lists the role of the association in relation to its members	1

**Question 19 (b)***Competencies assessed: WRRER1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Outlines all steps involved in the grievance process in a logical sequence	3
• Outlines some steps involved in the grievance process in a logical sequence	2
• Provides a general statement regarding grievance procedures in the workplace	1

**Question 20 (a)***Competencies assessed: WRR11B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Outlines procedures in receiving and processing incoming stock	2
• Outlines procedures in receiving or processing incoming stock	1

**Question 20 (b)***Competencies assessed: WWRCA1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes at least <b>THREE</b> ways in which EDI assists in monitoring stock within the store	3
• Describes at least <b>TWO</b> ways in which EDI assists in monitoring stock within the store	2
• Describes one way in which EDI assists in monitoring stock within the store	1

**Question 21 (a)***Competencies assessed: WRRCS1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies at least <b>TWO</b> characteristics of an effective team member	2
• Identifies at least <b>ONE</b> characteristic of an effective team member	1

**Question 21 (b)***Outcomes assessed: WRRCS1B, WRRCS3B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains at least <b>TWO</b> characteristics of effective teamwork which contribute to quality customer service	2–3
• Explains <b>ONE</b> characteristic of effective teamwork which contributes to quality customer service	1

## Section III

### Question 22

Competencies assessed: WRRLP2B

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Evaluates a comprehensive range of strategies a retailer can use to minimise theft</li><li>• Communicates ideas and information effectively using appropriate retail examples and integrating correct industry terminology into a well-reasoned, cohesive response using language appropriate to the audience and purpose</li></ul>	13–15
<ul style="list-style-type: none"><li>• Evaluates a range of strategies a retailer can use to minimise theft</li><li>• Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology into a response, using language appropriate to the audience and purpose</li></ul>	10–12
<ul style="list-style-type: none"><li>• Describes a range of strategies a retailer can use to minimise theft</li><li>• Communicates ideas and information, using appropriate retail examples and a range of industry terminology in response</li></ul>	7–9
<ul style="list-style-type: none"><li>• Outlines a range of strategies a retailer can use to minimise theft</li><li>• Communicates ideas and information with limited use of industry terminology</li></ul>	4–6
<ul style="list-style-type: none"><li>• Lists some strategies to minimise theft</li><li>• Shows limited communication skills using some basic retail terminology</li></ul>	1–3



**Question 23***Competencies assessed: WRRCS2B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Analyses a comprehensive range of techniques a professional salesperson would use to successfully close a sale</li><li>• Communicates ideas and information effectively, using appropriate retail examples and integrating correct industry terminology into a well-reasoned, cohesive response, using language appropriate to the audience and purpose</li></ul>	13–15
<ul style="list-style-type: none"><li>• Analyses a range of techniques a professional salesperson would use to successfully close a sale</li><li>• Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology into a response, using language appropriate to the audience and purpose</li></ul>	10–12
<ul style="list-style-type: none"><li>• Explains a range of techniques a professional salesperson would use to successfully close a sale</li><li>• Communicates ideas and information, using appropriate retail examples and a range of industry terminology in response</li></ul>	7–9
<ul style="list-style-type: none"><li>• Describes or lists techniques a professional salesperson would use to successfully close a sale</li><li>• Communicates ideas and with limited use of industry</li></ul>	4–6
<ul style="list-style-type: none"><li>• Lists some relevant points relating to closing a sale</li><li>• Identifies and describes one method of closing a sale</li></ul>	1–3

**Question 24**
*Competencies assessed: WRRS1B*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a comprehensive discussion of the rights and responsibilities of retailers and customers in relation to purchases and refunds</li> <li>• Communicates ideas and information effectively, using appropriate retail examples and integrating correct industry terminology into a well-reasoned, cohesive response, using language appropriate to the audience and purpose</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides a discussion of the rights and responsibilities of retailers and customers in relation to refunds and purchases</li> <li>• Communicates ideas and information, using appropriate retail examples and integrates correct industry terminology into a response using language appropriate to the audience and purpose</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Describes the rights or responsibilities of retailers and customers in relation to purchases and refunds</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Describes the rights and responsibilities of either the customer or retailer in relation to purchases and refunds</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Describes the rights and responsibilities of retailers and customers in relation to purchases or refunds</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Outlines the rights and responsibilities of retailers and customers in relation to purchase and refunds</li> <li>• Communicates ideas and information, using appropriate retail examples and a range of industry terminology in response</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Outlines the rights or responsibilities of retailers and customers in relation to purchases and refunds</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Outlines the rights and responsibilities of either the customer or retailer in relation to purchases and refunds</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Outlines the rights and responsibilities of retailers and customers in relation to purchasers or refunds</li> <li>• Communicates ideas and information with limited use of industry terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Lists some points relating to purchases and refunds</li> <li>• Gives an example of a purchase or refund policy relating to either a retailer or customer</li> <li>• Shows limited communication, using some basic retail terminology</li> </ul>	1–3