2005 HSC Notes from the Marking Centre Retail Operations

Contents

2005 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 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature for each question in Sections II and III.

This document should be read along with the relevant syllabus, the 2005 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 2005 approximately 1300 candidates attempted the Retail Operations examination.

Section I – Core

Part A – Multiple Choice Questions

Question	Correct Response	Question	Correct Response
1	B	9	D
2	A	10	A
3	D	11	C
4	C	12	B
5	B	13	A
6	D	14	B
7	D	15	C
8	C		

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

Reference to the stimulus material was essential in responding to this question.

Better responses clearly identified two needs such as economy, durability, performance, appearance, comfort and safety and were able to use the stimulus material to state relevant features and benefits for those identified needs.

Average responses often showed a lack of knowledge with regard to the concept of a need and identified features of a mobile phone such as an illuminated screen or a built-in camera. Other candidates identified two needs but were not able to state a relevant feature or benefit for these needs from the stimulus material.

Poorer responses often provided general statements about mobile telephones and did not use the stimulus material at all.

Question 17

Better responses were able to clearly outline numerous essential steps that should be undertaken to apply for this job and prepare for the ensuing interview. These candidates also linked the above steps directly to the advertisement supplied in the stimulus material.

Average responses were able to outline some essential steps that should be undertaken to apply for this job and prepare for the ensuing interview. These candidates also linked the above steps directly to the advertisement supplied in the stimulus material.

Poorer responses simply rewrote the question by making general statements about the essential and desirable job criteria outlined in the advertisement without outlining any essential steps needed to apply for the job or prepare for the interview.

Question 18

Many candidates simply described two different types of technologies without demonstrating their similarities or differences and made no reference to the suitability of such technologies for use in a small retail outlet.

Better responses correctly identified two security technologies, compared how these would be suitable for a use in a small retail outlet, and then contrasted their application in that same situation.

Average responses generally identified two security technologies and described what they did rather than comparing and contrasting their application. Many of these responses also failed to relate the suitability of these technologies to a small retail outlet.

Poorer responses simply listed one or two types of security technologies and provided no discussion as to how these technologies could be used. No reference was made to their suitability for a small retail outlet.

Question 19

(a) The better responses correctly identified a possible exit from the store as the most appropriate for customers to use in the case of an emergency and were able to logically justify a reason for their response.

Poorer responses correctly identified a possible exit from the store as the most appropriate to use in the case of an emergency but were not able to justify or provide a logical reason for their choice or simply did not provide any reason for their choice.

(b) Better responses discussed more than one factor relevant to an emergency evacuation plan and demonstrated a clear link to the store provided in the stimulus material.

Average responses were able to discuss at least one factor relevant to an emergency evacuation plan in general terms but were unable to demonstrate a clear link to the store provided in the stimulus material.

Poorer responses simply listed some factors relevant to an emergency evacuation plan and were unable to provide any link to the stimulus material provided.

Question 20

Better responses were able to provide a comprehensive analysis of TWO reasons for conducting a risk minimisation assessment in the receiving bay of the store in relation to security procedures in response to an unfavourable report following a recent audit.

Typical reasons for conducting a risk minimisation assessment in the receiving bay included to reduce theft (vendor, internal and external), to target areas for improvement eg procedures for receipt of stock and to identify areas in which further training of staff is required.

Average responses were able to provide a limited analysis of TWO reasons for conducting a risk minimisation assessment in the receiving bay of the store in the circumstances.

Poorer responses generally misunderstood the question and were only able to provide a list of reasons for conducting a risk minimisation assessment in the receiving bay of the store with no link to security procedures. Poorer responses confused the term audit and risk minimisation with a safety audit and responded in relation to OHS (hazards and unsafe work practices) instead of the security procedures required in the question.

Question 21

(a)   Better responses were able to identify several buying signals that the customer could demonstrate. Examples included: asking in-depth questions about the product, asking the retailer if they home- delivered the product, requesting the types of payment options available, producing their purse/wallet to make a payment.

Average responses were only able to identify one buying signal that the customer could demonstrate.

Poorer responses generally could not differentiate between buying signals and the processes a customer may engage in when browsing for products. These responses generally discussed aspects such as touching the product, nodding their heads or smiling at the salesperson.

(b)   Better responses correctly identified the type of objection as a merchandise objection and provided an appropriate strategy to overcome the objection. These strategies included reinforcing the features and benefits of the tent, comparing quality/durability to other tents, and reinforcing warranty/refund policies.

Average responses generally were unable to identify the type of objection as a merchandise objection but were able to provide an appropriate strategy to overcome the objection.

Poorer responses were unable to identify the type of objection and simply made general statements about tents.

(c)   Better responses were able to discuss at least two problems purchasing an obsolete line may cause for a customer. These responses included: no replacement parts or accessories may be readily available and therefore the product may have to be thrown out if broken, limited choice in colours, the features of the tent may be limited compared to newer models, obsolete tents may not be fashionable today.

Average responses generally discussed one problem and simply listed a second issue that purchasing an obsolete line may cause for a customer.

Poorer responses did not relate customer problems regarding obsolete lines to the stimulus material. These responses often misinterpreted obsolete lines for 'seconds products' or inferior and damaged goods. Many of these responses talked about pricing issues.

Section III – Options

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

Many candidates simply outlined how these pieces of legislation impacted on employees rather than making a judgement of value about their impact on employee's rights and responsibilities.

Better responses were able to articulate their judgements about the various rights and responsibilities of employees in relation to the three different legislative requirements. These responses usually commenced with a brief overview of the characteristics and aims of each of the legislative areas followed by an outline of some rights and responsibilities of employees in each area. Characteristically, better responses were able to then go on to provide an assessment of how each of the legislative requirements affected employees. Occasionally, an overall assessment by way of a few general statements about the impact on employees of the combined effect of these requirements was successfully made. Typical responses were supported by frequent and correct use of retail terminology and retail examples.

Average responses were generally descriptive in their treatment of the various legislative requirements and were not able to provide any reasonable assessment of the legislative impacts on employees. Most provided good treatment of the elements and intentions of the legislation, often with good examples, but attention to the rights and responsibilities was often limited or not completed.

Poorer responses listed some relevant points in relation to the legislative requirements or listed some relevant points in relation to employee rights and/or responsibilities.

Question 23

The majority of candidates attempting this question needed to show a better understanding of the directive term 'analyse'. Rather than linking the impact to the area of technology through analysis, candidates simply discussed the technology in the various areas. Some candidates did not link specific technology to these areas directly or explicitly.

Better responses showed a detailed knowledge of Point of Sale, Pricing and Stock Control technologies, discussed the purpose/function of the equipment and successfully analysed the impact of these technologies on the specific areas of the retail industry. By analysing the three areas they drew out links between the technology and their impacts on the operation of the store. Candidates made specific reference to technologies such as computers, telxons, scanners, registers and EDI.

Average responses generally showed a lack of analysis but provided a good discussion of the purpose of the equipment. Candidates could show an understanding of how electronic technologies assisted employees/management/customers or improved the operation of the three areas of the store. Often candidates focused their attention and detail in one area, but covered the other two areas in less detail. In most cases correct industry terminology was used, yet the names of specific forms of technology were not necessarily required. Some candidates provided a general discussion of the impact/purpose of technologies in the three areas identified in the question.

Poorer responses were able to discuss or analyse only one area or list points relevant to technology in Retail often without using any examples. While some candidates wrote in general without

mentioning a piece of technology, others only discussed the method/reason for the technology without relating to a specific area or piece of technology. There was a lack of industry specific terminology used by the candidates.

Question 24

Better responses justified a wide range of communication techniques used to establish contact with customers and to work effectively as part of a team. These techniques usually included reference to a variety of verbal and non-verbal techniques such as types of approaches – greeting, merchandise, service; types of questioning – open, closed, reflective; types of customers – talkative, timid, aggressive; barriers to communication – non-use of jargon; the importance of body language; and personal and store presentation. Mention of the AQUA technique was also common. Responses gave sufficient, although usually briefer, detail to the section on working as part of a team. These responses also included the use of appropriate retail examples and retail terminology.

Average responses generally described rather than justified a limited range of communication techniques used to establish contact with customers and to work as part of a team. Appropriate retail examples were often provided. Some responses described the consultative selling process but focused on selling rather than the communication techniques used in the selling process.

Poorer responses simply outlined some practices that may be used to establish contact with customers and to work as part of a team. There was little evidence of relevant workplace examples and correct retail terminology.

Retail Operations

2005 HSC Examination Mapping Grid

Question	Marks	Unit of competency – Element of competency
Section I		
1	1	WRRCS2B
2	1	WRRCA1B
3	1	WRRCS2B
4	1	RET001
5	1	WRRER1B
6	1	WRRM2B
7	1	WRRF1B
8	1	WRR11B
9	1	WRRF1B
10	1	WRRM2B
11	1	WRRS1B
12	1	WRRCS1B
13	1	WRRLP1B
14	1	WRRL2B
15	1	WRRCS3B
Section II		
16	6	RET001
17	5	WRRS1B/WRRCS3B
18	4	WRRLP2B
19 (a)	2	WRRLP1B
19 (b)	4	WRRLP1B
20	6	WRRLP2B
21 (a)	2	WRRS1B/WRRCS3B

Question	Marks	Unit of competency – Element of competency
21 (b)	2	WRRS1B/WRRCS3B
21 (c)	4	WRRS1B/WRRCS3B
Section III		
22	15	WRRER1B
23	15	WRRCA1B
24	15	WRRCS1B
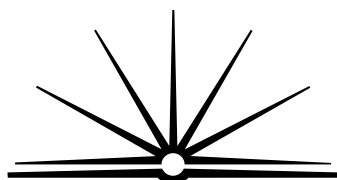
BOARD OF STUDIES
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2005 HSC Retail Operations Marking Guidelines

Section II

Question 16

Competencies assessed: WRRSIB, WRRCS3B

MARKING GUIDELINES

Criteria	Marks
• Identifies SIX correct relationships between needs/features and benefits	6
• Identifies FIVE correct relationships between needs/features and/or benefits	5
• Identifies FOUR correct relationships between needs/features and/or benefits	4
• Identifies THREE correct relationships between needs/features and/or benefits	3
• Identifies TWO correct relationships between needs/features and/or benefits	2
• Identifies ONE correct need, feature or benefit	1

Question 17

Competencies assessed: RET001

MARKING GUIDELINES

Criteria	Marks
• Outlines the essential steps for applying for the job and preparing for the interview and links the response to the advertisement provided	5
• Outlines the essential steps for applying for the job and preparing for the interview without linking response to the advertisement provided	4
• Outlines the essential steps for applying for the job and preparing for the job interview without linking to the advertisement provided	3
• Outlines the essential steps for applying for this job OR preparing for the job interview	2
• Lists a step for either applying for this job or preparing for the interview	1

Question 18

Outcomes assessed: WRRLP2B

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO security technologies and compares and contrasts their suitability for a small retail outlet	4
• Identifies TWO security technologies suitable for a small retail outlet, and either compares or contrast them	3
• Lists ONE type of security technology and identify a benefit or limitation	2
• Lists ONE type of security technology	1

Question 19 (a)

Outcomes assessed: WRRLP1B

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies a possible exit as the most appropriate for customers to use in the case of an emergency and accounts for the reasons why	2
• Correctly identifies a possible exit as the most appropriate for customers	1

Question 19 (b)

Outcomes assessed: WRRLP1B

MARKING GUIDELINES

Criteria	Marks
• Discusses more than ONE factor relevant to an emergency evacuation plan for this store	4
• Discusses more than ONE factor relevant to an emergency evacuation plan	3
• Discusses ONE factor and lists at least ONE other relevant factor to an emergency evacuation plan OR • Discusses ONE factor relevant to an emergency plan for this store	2
• Lists factors relevant to an emergency evacuation plan	1

Question 20

Outcomes assessed: WRRLP2B

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive analysis of TWO reasons for conducting a risk minimisation assessment in the receiving bay of the store	5–6
• Provides a limited analysis of TWO reasons for conducting a risk minimisation assessment in the receiving bay of the store OR • Provides a comprehensive analysis of one reason for conducting a risk minimisation assessment in the receiving bay of the store	3–4
• Provides a list of reasons for conducting a risk minimisation assessment in the receiving bay of the store	1–2

Question 21 (a)

Outcomes assessed: WRRS1B, WRRCS3B

MARKING GUIDELINES

Criteria	Marks
• Identify at least TWO different buying signals	2
• Identify a buying signal	1

Question 21 (b)

Outcomes assessed: WRRS1B, WRRCS3B

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the type of objection and provides one appropriate strategy	2
• Either correctly identifies the type of objection OR provides one appropriate strategy	1

Question 21 (c)

Outcomes assessed: WRRS1B, WRRCS3B

MARKING GUIDELINES

Criteria	Marks
• Discusses TWO problems that an obsolete line may cause a customer	4
• Discusses ONE problem that an obsolete line may cause a customer and states ONE other problem	3
• Discusses ONE problem that an obsolete line may cause a customer, or, states TWO problems	2
• States ONE problem that an obsolete line may cause a customer	1

Section III

Question 22

Outcomes assessed: WRRER1B

MARKING GUIDELINES

Criteria	Marks
• Assesses all THREE legislative requirements in relation to employee's rights and responsibilities • 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	13–15
• Comprehensively describes all THREE legislative requirements in relation to employee's rights and responsibilities with limited assessment OR • Assesses TWO legislative requirements and outlines the third legislative requirement in relation to employee's rights and responsibilities • Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology into a response, using language appropriate to the audience and purpose	10–12
• Describes TWO/THREE legislative requirements in relation to employee's rights and/or responsibilities OR • Outlines THREE legislative requirements with limited reference to employee's rights or responsibilities • Communicates ideas and information, using appropriate retail examples and a range of industry terminology	7–9
• Outlines some of the legislative requirements in relation to the employee's rights and responsibilities • Communicates ideas and information with limited use of industry terminology	4–6
• Lists some relevant points in relation to the legislative requirements OR • Lists some relevant points in relation to employees' rights and/or responsibilities • Shows limited communication skills using some basic retail terminology	1–3

Question 23

Competencies assessed: WRRCA1B

MARKING GUIDELINES

Criteria	Marks
• Analyses the purpose and/or impact of electronic technologies used in the retail industry in relation to point of sale, pricing and stock control • 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	13–15
• Analyses the purpose and/or impact of electronic technologies used in the retail industry in relation to any TWO aspects with discussion of the third OR • Discusses the purpose and/or impact of electronic technologies used in the retail industry in relation to point of sale, pricing and stock control OR • Analyses the purpose and/or impact of electronic technologies used in the retail industry in relation to ONE aspect and discusses the other TWO aspects • Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology into a response, using language appropriate to the audience and purpose	10–12
• Discusses or analyses the purpose and/or impact of electronic technologies used in the retail industry in relation to TWO of the THREE aspects • Communicates ideas and information, using appropriate retail examples and a range of industry terminology	7–9
• Discusses the purpose and/or impact of electronic technologies used in the retail industry in relation to ONE aspect • Communicates ideas and information with limited use of industry terminology	4–6
• Lists some relevant points in relation to using electronic technologies • Shows limited communication skills using some basic retail terminology	1–3

Question 24

Competencies assessed: WRRCS1B

MARKING GUIDELINES

Criteria	Marks
• Justifies a range of specific communication techniques a professional salesperson may use to establish contact with customers and to work effectively as part of a team • 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	13–15
• Justifies a limited range of specific communication techniques that a professional salesperson may use, to establish contact with customers and to work effectively as pert of a team • Communicates ideas and information, using appropriate retail examples and integrates correct industry terminology into a response, using language appropriate to the audience and purpose	10–12
• Describes a range of specific communication techniques a professional salesperson may use to establish contact with customers and to work effectively as part of a team • Demonstrates a range of communication techniques a professional salesperson may use to establish contact with customers OR to work effectively as part of a team • Communicates ideas and information, using appropriate retail examples and a range of industry terminology in response	7–9
• Outlines some communication techniques a professional salesperson may use to establish contact with customers and/or to work effectively as part of a team • Communicates ideas and information with limited use of industry terminology	4–6
• Lists some relevant points in relation to communication techniques • Shows limited communication skills, using some basic retail terminology	1–3