

**2006 HSC Notes from
the Marking Centre
Retail Operations**

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2006 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 2006 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 2006 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.

General Comments

In 2006 1275 candidates attempted the Retail Operations examination.

Overall, the candidates' responses indicated that the majority of candidates had a good grasp of retail concepts, appropriate for HSC candidates.

Teachers should ensure that candidates are thoroughly familiar with 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 when 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 content in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course.

Section I – Core

Part A – Multiple Choice Questions

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

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

Section II

Question 16

Better responses calculated the four required amounts correctly or made one incorrect calculation but displayed a knowledge of the terminology and the methodology required to calculate these answers.

Average responses correctly calculated two of the four answers or completed calculations correctly using incorrect data.

Poorer responses were not able to calculate more than one correct response or display any knowledge of how to calculate these retail terms.

Question 17

Better responses showed clear understanding that the directive ‘to recommend’ implied that reasons had to be provided. These responses usually involved at least three training options substantiated by at least two reasons for recommending them.

Average responses identified training options or internal store areas (customer service, POS procedures) but provided limited and/or basic reasons in support.

Poorer responses failed to provide a reason(s) for suggesting the training options given as an answer. In most cases, answers mentioned one training option (eg traineeship) or took a more generalised approach and identified internal training areas such as communication skills, cash handling and OHS training rather than career planning options.

Question 18

(a) Better responses correctly identified two plausible reasons for not having rubbish bins in the store. Many candidates received full marks for this section of the question. Average responses only provided one plausible reason while poor responses did not provide a reason for not having rubbish bins in the store.

(b) Better responses clearly identified two problems and recommended a strategy that could be implemented to overcome each problem. Some consideration was also given to candidates who recommended a single strategy that could be used as a response to both identified problems.

Average responses either identified one problem and recommended one strategy to overcome this problem or identified two problems without recommending any resolution strategies or recommended two strategies without identifying the initial problems. Poorer responses only identified one problem or one strategy.

Question 19

- (a) Better responses clearly demonstrated an understanding of the process of balancing the register and identified two tasks such as removing the float, counting cash/non cash transactions and reconciling the balance with the register record. Average responses identified one correct task but nominated a second task that was not specifically related to balancing the register. Poorer responses identified tasks that were unrelated to the process of balancing the register, for example POS housekeeping procedures or cash handling procedures while serving a customer.
- (b) Better responses identified a procedure that focused on the reporting of the accident and gave a reason as to why and/or how this procedure was used. Answers included filling out accident forms and reporting the incident to the supervisor. Average responses identified a reporting procedure but were unable to provide a logical reason as to why or how this procedure was used. Poorer responses simply made a generalised statement such as ‘provide first aid’ or ‘isolate the area’.
- (c) Better responses correctly identified two typical function keys and provided an example to explain how each could be used. Typical keys discussed included void, clear, sub total, total, amount tendered. Average responses identified the name of one or two function keys but were not able to sufficiently explain their purpose. Poorer responses identified non-typical keys that may have been personalised for particular stores. Examples included numerical keys, sign-on keys and department keys.

Question 20

- (a) Better responses were able to outline all the components of the AQUA strategy correctly (Acknowledge, Question, Understand, Answer) and provide a concise explanation of how each component could be used to respond to a customer complaint.
Average responses correctly identified most of the components of the AQUA strategy but only provided a limited explanation of how these components could be used to respond to a customer complaint.
Poorer responses generally only identified some of the components of the AQUA strategy or provided a general statement about responding to customer complaints.
- (b) Better responses identified at least two distinct reasons for businesses encouraging dissatisfied customers to complain. Average responses identified one distinct reason for businesses encouraging dissatisfied customers to complain. Many of these responses provided a cause-effect analogy rather than providing two distinct reasons. Poorer responses generally did not provide a realistic, specific reason as to why a business would encourage dissatisfied customers to complain.

Question 21

Better responses accurately defined a sole trader and clearly established a relationship between the owner and their unlimited liability for both the profits and debts of this type of business structure. Average responses defined a sole trader but did not clearly explain the relationship between this type of business structure and the unlimited liability of the owner. Candidates often defined correctly but simply stated that if the business was in trouble, the owner could also be in trouble. Poorer responses generally only defined a sole trader.

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

Better responses differentiated between the precautions taken by employers and employees in relation to the three identified areas and clearly identified the (prevalent) risks in each area. Realistic and explicit examples (related to safety, hygiene, security, theft) were provided to illustrate the discussion. Average responses discussed precautions that could be taken to reduce risks in two of the three areas with limited details about a third area. Typically the point-of-sale procedures area was weaker. Often there was little or no differentiation between the precautions that employers and employees could take and details about risks in each area were not explicit. Poorer responses provided brief details or gave examples of precautions that could be taken in relation to the workplace to reduce generalised ‘risks’.

Question 23

The majority of students were able to identify and describe a range of procedures. Better responses evaluated a range of procedures through the use of relevant retail examples, displaying detailed knowledge and understanding of the use and purpose of such procedures. These responses were well-reasoned and cohesive and used precise industry terminology. Average responses provided a range of procedures that could be implemented but were unable to evaluate their effectiveness. Some responses provided a general overall evaluation rather than evaluating each of the individual procedures. Poorer responses generally misinterpreted the question and concentrated on store theft in general rather than relating theft to incoming stock. Other responses only addressed one part of the question, either minimisation of theft or the use of retail equipment.

Question 24

Better responses demonstrated a thorough knowledge of strategies used to ascertain and meet customer needs. They linked both parts of the question using relevant examples to support their answer using correct retail terminology. Average responses generally concentrated on one aspect of the question. Others described the salesperson’s role in obtaining product knowledge with some reference to strategies to meet customer needs. Poorer responses listed points rather than describing or giving examples. Many responses were simplistic using irrelevant examples. Some candidates concentrated on qualities of a salesperson rather than answering the question.

Retail Operations

2006 HSC Examination Mapping Grid

Question	Marks	Unit of competency – Element of competency
Section I		
1	1	WRRLP2B – <i>Minimise Theft</i> – Element 2.5, 2.6
2	1	WRRFIB – <i>Balance Register/ Terminal</i> – Element 2.1, 2.2
3	1	WRRCS2B – <i>Apply POS Handling Procedures</i> – Element 2.2
4	1	WRRCS1B – <i>Communicate in the Workplace</i> – Element 7.1, 7.2
5	1	WRRLP2B – <i>Minimise Theft</i> – Element 2.1, 2.6
6	1	RET001 – <i>Introduction to Retailing</i> – Element/Learning Outcome 2
7	1	WRR11B – <i>Perform Stock Control Procedures</i> – Element 3.1
8	1	WRRCS1B – <i>Communicate in the Workplace</i> – Element 3.7, 3.8
9	1	WRRS1B – <i>Sell Products and Services</i> – Element 6.3
10	1	WRRCA1B – <i>Operate Retail Equipment</i> – Element 3.1
11	1	WRRER1B – <i>Work Effectively in a Retail Environment</i> – Element 3.1
12	1	WRRCS3B – <i>Interact with Customers</i> – Element 1.1, 1.8
13	1	WRRS1B – <i>Sell Products and Services</i> – Element 3.1
14	1	WRRM2B – <i>Perform Routine Housekeeping</i> – Element 2.6
15	1	WRRLP1B – <i>Apply Safe Working Practices</i> – Element 1.4
Section II		
16	4	WRRCS1B – <i>Community in the Workplace</i> – Element 6.1, 6.2, 7.1, 7.2
17	6	WRRER1B – <i>Work Effectively in a Retail Environment</i> – Element 1.11, 3.1
18 (a)	2	WRRLP2B – <i>Minimise Theft</i> – Element 1.3, 1.4 WRRM2B – <i>Perform Routine Housekeeping</i> – Element 1.1, 2.1, 2.4
18 (b)	4	WRRM2B – <i>Perform Routine Housekeeping</i> – Element 2.1, 2.5 WRRLP2B – <i>Minimise Theft</i> – Element 2.1, 2.3
19 (a)	2	WRRF1B – <i>Balance Register/ Terminal</i> – Element 1.1
19 (b)	2	WRRLPIB – <i>Apply Safe Working Practices</i> – Element 1.5, 2.2
19 (c)	4	WRRCA1B – <i>Operate Retail Equipment</i> – Element 2.2
20 (a)	6	WRRCS3B – <i>Interact with Customers</i> – Element 2.1, 2.2, 2.3, 2.4 WRRS1B – <i>Sell Products and Services</i> – Element 3.3
20 (b)	2	WRRCS3B – <i>Interact with Customers</i> – Element 2.6, 2.8
21	3	RET001 – <i>Introduction to Retailing</i> – Element/Learning Outcome 1
Section III		
22	15	WRRLP1B – <i>Apply Safe Working Practices</i> – Element 1.1, 1.2, 1.3, 1.4, 1.5 linked to WRR11B, WRRM2B, WRRCS2B
23	15	WRR11P – <i>Perform Stock Control Procedures</i> – Element 1.1, 1.2, 1.3, 1.3, 1.5, 1.9, 2.2, 2.3, linked to WRRCA1B, WRRLP2B
24	15	WRRS1B – <i>Sell Products and Services</i> – Elements 1.1, 1.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5 linked to WRRCS3B

2006 HSC Retail Operations Marking Guidelines

Section II

Question 16

Competencies assessed: WRRCS1B

MARKING GUIDELINES

Criteria	Marks
• Correctly answers all FOUR missing values on the invoice	4
• Correctly answers THREE missing values on the invoice OR completes correct calculations based on ONE incorrect value	3
• Correctly answers TWO missing values on the invoice OR completes correct calculations based on TWO incorrect values	2
• Correctly answers ONE missing values on the invoice	1

Question 17

Competencies assessed: WRRER1B

MARKING GUIDELINES

Criteria	Marks
• Identifies training options and provides reasons in a comprehensive, well-reasoned response	5–6
• Identifies training options and provides limited reasons	3–4
• Identifies training options/areas OR provides a general statement on training options	1–2

Question 18 (a)*Competencies assessed: WRRM2B, WRRLP2B***MARKING GUIDELINES**

Criteria	Marks
• Identifies TWO correct reasons	2
• Identifies ONE correct reason	1

Question 18 (b)*Competencies assessed: WRRM2B, WRRLP2B***MARKING GUIDELINES**

Criteria	Marks
• Identifies TWO problems and recommends a strategy to overcome each	4
• Identifies TWO problems and recommends ONE strategy OR • Identifies ONE problem and recommends TWO strategies	3
• Identifies ONE problem and recommends a strategy OR • Identifies TWO problems OR • Identifies TWO strategies	2
• Identifies a problem OR recommends a strategy	1

Question 19 (a)*Competencies assessed: WRRF1B***MARKING GUIDELINES**

Criteria	Marks
• Identifies TWO tasks the Point of Sale Operator would need to perform when balancing the register	2
• Identifies ONE task the Point of Sale Operator would need to perform when balancing the register	1

Question 19 (b)*Competencies assessed: WRRLP1B***MARKING GUIDELINES**

Criteria	Marks
• Explains a reporting procedure the Point-of-Sale Operator should follow after witnessing an accident involving a customer	2
• Identifies a reporting procedure the Point-of-Sales Operator should follow	1

Question 19 (c)*Competencies assessed: WRRCA1B***MARKING GUIDELINES**

Criteria	Marks
• Uses an appropriate example to explain the purpose of TWO typical function keys	4
• Explains the purpose of ONE typical function key and identifies another typical function key	3
• Explains the purpose of ONE typical function key OR identifies TWO typical function keys	2
• Identifies a typical function key	1

Question 20 (a)*Competencies assessed: WRRCS3B, WRRS1B***MARKING GUIDELINES**

Criteria	Marks
• Correctly outlines how a professional salesperson would respond effectively to a customer complaint using the AQUA method	5–6
• Outlines how a professional salesperson would respond effectively to a customer complaint using the AQUA method with limited knowledge	3–4
• Identifies the AQUA method only	2
• States some relevant information in relation to responding to customer complaints.	1

Question 20 (b)*Competencies assessed: WRRCS3B***MARKING GUIDELINES**

Criteria	Marks
• Identifies at least TWO appropriate reasons why businesses encourage dissatisfied customers to complain	2
• Identifies an appropriate reason why retail businesses encourage dissatisfied customers to complain	1

Question 21*Competencies assessed: RET 001***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Defines correctly a sole trader and explains correctly the relationship to business liability.	3
<ul style="list-style-type: none">• Explains correctly the relationship to business liability but no correct definition of a sole trader.• OR• Defines correctly a sole trader and correctly explains a limited relationship to business liability.	2
<ul style="list-style-type: none">• Defines correctly a sole trader or business liability	1

Section III

Question 22

Competencies assessed: WRRLP1B linked to WRR11B, WRRM2B, WRRCS2B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Discusses a range of precautions that employees and employers can take to reduce risks in the workplace in relation to storage of stock, housekeeping practices and point of sale procedures 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
<ul style="list-style-type: none"> Discusses a limited range of precautions that can be taken to reduce risks in the workplace in relation to storage of stock, housekeeping practices and point of sale procedures 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
<ul style="list-style-type: none"> Discusses a range of precautions that can be taken to reduce risks in the workplace in relation to 2 of the 3 identified areas <p>AND</p> <ul style="list-style-type: none"> Outlines a range of precautions that can be taken to reduce risks in the workplace in the third identified area Communicates ideas and information, using appropriate retail examples and a range of industry terminology 	7–9
<ul style="list-style-type: none"> Outlines the precautions that can be taken to reduce risks in the workplace in relation to 2 of the 3 identified areas Communicates ideas and information with limited use of industry terminology 	4–6
<ul style="list-style-type: none"> Lists some relevant points in relation to reducing risks in the workplace Shows limited communication skills using some basic retail terminology 	1–3

Question 23

Competencies assessed: WRR11B linked to WRRCA1B and WRRLP2B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Evaluates a range of procedures for the receipt and processing of incoming stock in relation to how they support minimising theft AND the use of retail equipment in 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
<ul style="list-style-type: none"> • Evaluates a limited range of procedures for the receipt and processing of incoming stock in relation to how they support minimising theft AND the use of retail equipment in stock control • 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
<ul style="list-style-type: none"> • Describes procedures for the receipt and processing of incoming stock in relation to how they support minimising theft AND the use of retail equipment in stock control <p>OR</p> <ul style="list-style-type: none"> • Evaluates procedures for the receipt and processing of incoming stock in relation to how they support minimising theft or the use of retail equipment in stock control • Communicates ideas and information, using appropriate retail examples and a range of industry terminology 	7–9
<ul style="list-style-type: none"> • Describes procedures for the receipt and processing of incoming stock in relation to how they support minimising theft OR the use of retail equipment in stock control. • Communicates ideas and information with limited use of industry terminology. 	4–6
<ul style="list-style-type: none"> • Outlines procedures for the receipt and processing of incoming stock. <p>OR</p> <ul style="list-style-type: none"> • Refers to minimization of theft and/or the use of retail equipment • Shows limited communication skills using some basic retail terminology. 	1–3

Question 24

Competencies assessed: *WRRS1B linked to WRCS3B*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains how a professional salesperson can develop and apply product knowledge in ascertaining and meeting customer needs 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
<ul style="list-style-type: none"> Limited explanation of how a professional salesperson can develop and apply product knowledge in ascertaining and meeting customer needs 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
<ul style="list-style-type: none"> Describes how a professional salesperson can develop and apply product knowledge in ascertaining and meeting customer needs <p>OR</p> <ul style="list-style-type: none"> Explains how a professional salesperson can develop or apply product knowledge in ascertaining or meeting customer needs Communicates ideas and information, using appropriate retail examples and a range of industry terminology 	7–9
<ul style="list-style-type: none"> Describes some relevant points of how a professional salesperson can develop and apply product knowledge in ascertaining and meeting customer needs Communicates ideas and information with limited use of industry terminology 	4–6
<ul style="list-style-type: none"> Lists in general terms some relevant points relating to product knowledge AND/OR meeting customer needs Shows limited communication skills using some basic retail terminology 	1–3