

**2007 HSC Notes from  
the Marking Centre  
Retail Operations**

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# 2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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

Teachers should ensure that candidates are 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.

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	B
2	D
3	C
4	D
5	A
6	C
7	C
8	A

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

## Section II

### Question 16

Both parts of this question referred to incorrect data entry in a retail organisation.

- (a) Candidates provided examples of how incorrect data could have occurred (eg pushing wrong buttons, faulty equipment, poor listening, hurried work, etc) or how the error revealed itself (eg register price scans differently from shelf price).
- (b) Better responses provided an explanation of at least two impacts of incorrect data entry on a retail organisation. Although brief in their explanations, candidates answered in terms of cause and effect by providing impacts that were relevant (eg profits down because of under-pricing or incorrect stock levels). Average responses provided a brief outline of two impacts instead of an explanation, or provided an explanation of one impact only. Poorer responses made a list of impacts or provided an outline of only one impact.

### Question 17

- (a) Better responses referred to a broad range of functions of the Human Resources department or gave a more detailed description of at least two functions. Typical functions referred to included training, conflict resolution, staff records, payroll issues, and hiring and dismissal of personnel. Average responses tended to give a list of functions without sufficient description or gave a more detailed description of one function. Poorer responses provided a basic list of functions or confused the functions with those of another part of the organisation (eg marketing).
- (b) Better responses briefly described the purpose of both documents, or described the purpose of one document and gave an outline of the other. Average responses were able to describe the purpose of only one of the documents, usually the timesheet. Poorer responses provided basic detail about one document or did not demonstrate an understanding of the purpose of either document.

### Question 18

Better examples were provided for physical hazards (eg obstacles, heat, poor lighting, spills) than for ergonomic hazards (eg poorly designed tools or work processes, incorrect lifting techniques, repetitive strain injuries). Candidates were not penalised if the example of a hazard that they provided could also be classified as another type of hazard (eg physical/ergonomic).

Better responses correctly identified an example and provided an appropriate strategy. These responses occasionally used an incorrect example or strategy in one part.

Average responses matched a relevant strategy to the example provided on most occasions. There were some inconsistencies with the type of hazard not being sufficiently outlined (eg heavy boxes). It was still possible to receive a mark for a correct strategy even though the example provided was not correct.

Poorer responses did not relate the example to the receiving bay of the supermarket or did not provide enough relevant examples or strategies.

### Question 19

- (b) Better responses showed working for the markup calculation to identify the retail price with GST as \$481.25. Average responses provided the correct answer without showing working or provided an answer that was only part way through the process (eg the subtotal of \$437.50 without GST or just the markup amount of \$187.50). Poorer responses did not calculate the required retail price or components.
- (d) Better responses outlined two or more other appropriate actions to solve the problem presented (eg notify supplier, package and return to supplier, reduce price and sell as damaged goods, adjust stock records). Average responses provided an outline of one appropriate action. Poorer responses usually did not provide an appropriate action or were not related to the particular problem.

### Question 20

- (b) Better responses briefly explained factors that influence retailers to discount the retail price of their stock (eg end-of-season sale to provide room for new stock, damaged or soiled goods to recoup some money). Average responses provided a brief explanation of only one factor or provided a list of factors without explanation. Poorer responses provided a basic list of factors or made a statement about one factor.

### Question 21

- (a) Better responses briefly distinguished between internal (by employees) and vendor (by suppliers or carriers) theft. Poorer responses did not demonstrate an understanding of both types of theft and scored no marks.
- (b) Better responses recommended a strategy to minimise external (by customers) theft. Answers included having bag searches because it was cost effective or using security personnel because it acted as a visible deterrent. Average responses listed a strategy, or several strategies, but did not provide the reason for the recommendation of that strategy. Poorer responses provided an inappropriate strategy.

## 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 described and assessed a range of valid costs and benefits of suburban shopping centres for society. The range generally included social, economic and environmental costs and benefits. Candidates were able to make judgements about the relative size, quality or outcome of each cost and benefit, effectively incorporating appropriate examples and using extensive industry terminology.

Average responses described a range of costs and benefits with little assessment, stopping short of making valid and considered judgements. Some responses focused more on benefits and had few valid costs.

Weaker responses briefly outlined costs and/or benefits of suburban shopping centres with little focus on society. Candidates often interpreted 'costs' to be purely financial costs such as the construction costs of the shopping centre development.

### **Question 23**

Better responses explained comprehensively safe work practices through the three specified areas, and conveyed this effectively using appropriate retail examples and integrating correct industry terminology in a well-reasoned, cohesive response.

Average responses outlined how retail organisations can encourage safe work practices in all three areas or discussed one area with little reference to the other two areas.

Weaker responses generally listed or outlined some points in relation to safe work practices with no examples and limited communication skills or misinterpreted the question by outlining communication techniques used for customer service.

### **Question 24**

Better responses offered a comprehensive discussion of strategies to effectively serve this customer with reference to methods of approach, ascertaining and meeting customer needs, and communicating features and benefits of the product. These responses applied a variety of strategies and offered justification for how their choice would effectively serve the customer in the scenario.

Average responses addressed methods of approach, questioning techniques and communicating features and benefits but lacked detail and depth of discussion.

Weaker responses offered general outlines of how to serve customers without specific reference to the scenario given in the question and lacked industry terminology.

# Retail Operations

## 2007 HSC Examination Mapping Grid

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



<b>Question</b>	<b>Marks</b>	<b>Unit of competency / Element of competency</b>
20 (b)	3	WRRS1B – Element 6
21 (a)	1	WRRLP2B – Element 1
21 (b)	2	WRRLP2B – Element 1
<b>Section III</b>		
22	15	RET001
23	15	WRRLP1B, WRRCA1B
24	15	WRRCS3B, WRRS1B

## 2007 HSC Retail Operations Marking Guidelines

### Section II

#### Question 16 (a)

*Competencies assessed: WRR11B, WRRF1B, WRRCS2B, WRRCA1B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides one relevant example</li> </ul>	1

#### Question 16 (b)

*Competencies assessed: WRR11B, WRRF1B, WRRCS2B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains at least two impacts of incorrect data entry</li> </ul>	3
<ul style="list-style-type: none"> <li>Explains one impact of incorrect data entry OR outlines at least two impacts</li> </ul>	2
<ul style="list-style-type: none"> <li>Lists or outlines an impact</li> </ul>	1

**Question 17 (a)***Competencies assessed: WRRER1B, RET001***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes in detail the functions of the Human Resources department	4
• Describes the functions of the Human Resources department	3
• Lists the functions OR describes one function of the Human Resources department	2
• Identifies a task of the Human Resources department OR provides a relevant statement about a function of the Human Resources department	1

**Question 17 (b)***Competencies assessed: WRRER1B, WRRCS1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes the purpose of both documents	4
• Describes the purpose of one document and outlines the other	3
• Describes the purpose of one document or outlines both	2
• Outlines OR lists the purpose of one document	1

**Question 18***Competencies assessed: WRRLP1B, WRRM2B, WRR11B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies a relevant example for each hazard and suggests a strategy for each one	6
• Identifies three relevant examples/two strategies; or two examples/three strategies	5
• Identifies three relevant examples/one strategy; or two examples/two strategies; or one example/three strategies	4
• Identifies three relevant examples or three strategies; or two examples/one strategy or two strategies/one example	3
• Identifies two relevant examples or two strategies; or one example and one strategy	2
• Identifies one relevant example or one strategy	1

**Question 19 (a)***Competencies assessed: WRRCS1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly calculates all missing values	4
• Correctly calculates most missing values	3
• Correctly calculates some missing values	2
• Correctly calculates one missing value	1

**Question 19 (b)***Competencies assessed: WRRCS1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly calculates total selling price including GST (\$481.25) and shows working	2
• Correctly calculates sub-total not including GST (\$437.50) OR correctly calculates total price without showing working	1

**Question 19 (c)***Competencies assessed: WRRCS1B, WRRCS2B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly completes all parts of document	2
• Correctly completes at least four parts of document	1

**Question 19 (d)***Competencies assessed: WRRCS1B, WRR1B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Outlines two or more appropriate actions	2
• Outlines one appropriate action	1

**Question 20 (a)***Competencies assessed: WRRC51B***MARKING GUIDELINES**

Criteria	Marks
• Correctly defines cost price	1

**Question 20 (b)***Competencies assessed: WRRS1B***MARKING GUIDELINES**

Criteria	Marks
• Explains factors that would influence retailers to discount the retail price of their stock	3
• Explains one factor OR	2
• Lists a range of factors	
• Makes a general statement about retailers discounting the selling price of their stock.	1

**Question 21 (a)***Competencies assessed: WRRLP2B***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of the difference between internal and vendor theft	1

**Question 21 (b)***Competencies assessed: WRRLP2B***MARKING GUIDELINES**

Criteria	Marks
• Recommends a strategy to minimise external theft	2
• Lists a strategy to minimise external theft	1

**Question 22**
*Competencies assessed: RET 001*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Assesses a range of costs and benefits of suburban shopping centres for society</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>• Assesses some costs and benefits of suburban shopping centres for society</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 costs and benefits of suburban shopping centres for society</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Assesses either costs or benefits of suburban shopping centres for society</li> <li>• Communicates ideas and information, using appropriate retail examples and a range of industry terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Outlines some costs and/or benefits of suburban shopping centres for society</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 relevant points in relation to costs and/or benefits of suburban shopping centres</li> <li>• Demonstrates limited communication skills, and uses non-industry specific terminology</li> </ul>	1–3

**Question 23**
*Competencies assessed: WRRLP1B, WRRCA1B*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explains comprehensively how a retail organisation can encourage a range of safe working practices in relation to communication and consultation, equipment maintenance and risk management</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>• Explains how a retail organisation can encourage a range of safe working practices in relation to communication and consultation, equipment maintenance and risk management</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 how a retail organisation can encourage a range of safe working practices in relation to communication and consultation, equipment maintenance and risk management</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Discusses how a retail organisation can encourage safe working practices with reference to (2) of the following – communication and consultation, equipment maintenance and risk management; with limited reference to the other.</li> <li>• Communicates ideas and information, using appropriate retail examples and a range of industry terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Outlines how a retail organisation can encourage safe working practices in relation to communication and consultation, equipment maintenance and risk management</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Discusses how a retail organisation can encourage safe working practices in relation to either communication and consultation, equipment maintenance or risk management; with little or no reference to the others</li> <li>• Communicates ideas and information with limited use of industry terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Lists or outlines some relevant points in relation to safe working practices</li> <li>• Shows limited communication skills, using non-industry specific terminology</li> </ul>	1–3

**Question 24**

*Competencies assessed: WRRC3B; WRRS1B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Discusses comprehensively appropriate strategies to satisfy customer needs, with reference to methods of approach, ascertaining and meeting customer needs, and communicating features and benefits of the product.</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>• Discusses appropriate strategies to satisfy customer needs with reference to methods of approach, ascertaining and meeting customer needs, and communicating features and benefits of the product</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 appropriate strategies to satisfy customer needs with reference to methods of approach, ascertaining and meeting customer needs, and communicating features and benefits of the product</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Discusses appropriate strategies with reference to two of the following; methods of approach, ascertaining and meeting customer needs, and communicating features and benefits of the product</li> <li>• Communicates ideas and information, using appropriate retail examples and a range of industry terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Outlines appropriate strategies to satisfy customer needs</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Discusses appropriate strategies with reference to one of the following; methods of approach, ascertaining and meeting customer needs, and communicating features and benefits of the product</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 relevant points in relation to satisfying customer needs</li> <li>• Shows limited communication skills, using non-industry specific terminology</li> </ul>	1–3