

**2008 HSC Notes from
the Marking Centre
Retail Operations**

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Published by Board of Studies NSW
GPO Box 5300
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Tel: (02) 9367 8111
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Internet: <http://www.boardofstudies.nsw.edu.au>

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2008 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 2008 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 2008 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 (www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html) which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with, or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked or verbs which are not included in the glossary may be used, such as 'design', 'translate' or 'list'. 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	C
2	B
3	A
4	B
5	B
6	D
7	B
8	D

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

Section II

Question 16

- (a) Better responses clearly indicated the characteristics of functions such as administration, selling, buying, stock control or human resources. Average responses generally identified one of the key functions but included an outline of other general functions such as the provision of employment opportunities or the financial goal of making a profit. Some responses simply listed some of the key functions of retail organisations. Weaker responses tended to describe a piece of equipment used in a retail organisation or made a generalised statement about retail organisations.
- (b) Better responses clearly identified a specific piece of technology used in retail organisations and described how this technology had affected a key function of retail organisations. Average responses either identified an impact of technology on a key function, providing a retail-specific piece of technology, or described the impact of technology on the retail organisation without providing a specific example. Weaker responses simply identified a piece of technology and did not identify any impact this technology had on a retail organisation. Some of these responses simply described what a piece of technology did.

Question 17

Better responses clearly identified two objections related to price, time or merchandise, and recommended a relevant strategy to overcome each. Average responses either correctly identified one type of objection and provided a relevant strategy or simply identified two strategies that could be used to overcome customer objections. Weaker responses either provided an irrelevant narrative or identified customer complaints as opposed to customer objections.

Question 18

- (a) Better responses accurately calculated that 80 bottles were sold at a selling price of \$2.00 per bottle to give a total turnover of \$160. Weaker responses calculated either the gross profit or net profit.
- (b) Better responses accurately deducted the cost price from the selling price and multiplied by the number sold to give the correct answer of \$70. Weaker responses commonly multiplied the number sold by the cost price.
- (c) Better responses accurately calculated the number sold by dividing the gross profit by the mark-up price of 50c per item to give the correct answer of 40 units sold. Weaker responses tended to divide the gross profit by the selling price.
- (d) Better responses clearly demonstrated that gross profit figures only related to total sales minus the cost price of the goods sold, while net profit figures took into account all other expenses incurred in operating the retail organisation. Hence, net profit figures were lower than the gross profit figures. Some responses defined either net profit or gross profit.

Question 19

- (a) Better responses correctly identified four types of non-cash transactions such as EFTPOS, credit card, store charge card, gift voucher, credit note or cheque. Weaker responses correctly identified fewer than four types of non-cash transactions. Some gave incorrect responses such as lay-by or product return slips.
- (b) Better responses clearly explained at least two benefits such as increasing customer loyalty, increasing sales or reducing the risk of error or theft as less cash handling is involved. Weaker responses simply listed a benefit of offering non-cash payment options or explained the benefits to customers.

Question 20

Better responses clearly provided two strategies and evaluated their effectiveness in reducing hazards in the store. Average responses either provided an evaluation of only one strategy or provided a brief outline or description of two different strategies without providing an evaluation. Weaker responses simply listed one or two strategies that could be used, eg clean up boxes.

Question 21

- (a) Better responses clearly explained that the purpose was to ensure that everyone was treated fairly and equally and that discrimination on the basis of gender, ethnic background, religion, sexuality, marital status or a disability was illegal. Weaker responses either identified one example of anti-discrimination legislation or made a general statement about anti-discrimination legislation.
- (b) Better responses clearly described a range of strategies that a retailer could use. Weaker responses described one strategy a retailer could use to implement anti-discrimination policies in the workplace or listed two different strategies without providing characteristics or features of how these could be implemented.

Question 22

- (a) Better responses outlined several steps in a procedure that could be followed to order a washing machine. These were correctly outlined in a logical order, eg record customer details, contact supplier, complete product order form, follow up with customer when product arrives. Weaker responses outlined part of a procedure for ordering a washing machine or listed steps.
- (b) Better responses clearly described methods that a sales assistant could use to develop rapport with customers. These responses included methods such as ascertaining customer needs, questioning techniques and offering customer loyalty programs. Mid-range responses described one method that a sales assistant could use to develop rapport with customers or simply listed several methods. Weaker responses listed only one method that could be used by a sales assistant to develop rapport with customers.

Section III

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

Question 23

Better responses comprehensively evaluated a range of techniques used for closing a sale and maximising future sales opportunities. These included recognising buying signals and closing sale techniques such as assumptive, final chance, special offer, alternative, active and narrow down. Techniques for maximising future sales opportunities included add-ons, selling up, personalising sales to build rapport, advertising, discounting, promotions, loyalty schemes and having a good store image and presentation. Better responses conveyed this effectively using appropriate retail examples and integrating correct industry terminology in a well-reasoned, cohesive response.

Mid-range responses either described techniques for closing a sale or maximising future sales opportunities or evaluated only techniques for closing a sale or ways of maximising future sales opportunities. Some responses focused on unrelated techniques such as ways of approaching customers, OHS issues, techniques for minimising theft and strategies for dealing with customer complaints.

Weaker responses provided either lists or simple outlines of techniques for closing a sale and/or maximising future sale opportunities. These responses usually demonstrated limited communication skills and used limited or no industry-specific terminology.

Question 24

Better responses comprehensively evaluated procedures that could be used to prepare for and conduct a full stocktake efficiently and accurately. The procedures for efficiently and accurately preparing for a stocktake included planning activities such as floor plans, staff briefings/training; recruiting, rostering and allocating staff and documentation required; housekeeping activities such as clearing aisles, sweeping under fixtures etc; identifying where all stock is, ensuring it is in correct place with correct labelling; anticipation of stocktake problems and procedures in place to deal with (double counting, deliveries during the count etc). The procedures for efficiently and accurately undertaking the full stocktake included manual or electronic recording; use of stock record sheets to record quantities; checking of counted quantities; tally amounts; procedures for handling discrepancies. Better responses conveyed this information effectively, using appropriate retail examples, often from their own experience and integrated correct industry terminology into a well-reasoned cohesive response.

Mid-range responses either described or explained some of the above procedures that could be used to prepare for and conduct a full stocktake efficiently and accurately. These responses communicated this information using appropriate retail examples and industry terminology.

Weaker responses either listed or outlined in general terms information relating to stocktaking, stock control, or stocktake sales. These responses demonstrated limited communication skills, using little or no retail examples and non-industry specific terminology.

Question 25

Better responses described several useful prevention strategies for each of the aspects of error, waste and theft at the point of sale and then made evaluative statements about how successful they were as strategies. In most cases, the evaluative statements were related to references to the loss of store profit, increases in product prices to offset losses, loss of customer satisfaction, and increased surveillance and administration costs. There were also appropriate references to retail examples and sound use of retail terminology.

Mid-range responses provided a reasonable description of strategies to prevent error, waste and theft at the point of sale but lacked detail about the strategies or did not make evaluative comments. In many cases, the evaluative comments were limited in their thoroughness by being either simplistic or holistic statements. Some candidates provided evaluative comments on only one of the aspects of error, waste or theft at the point of sale. These responses also had appropriate use of examples and retail terminology.

Weaker responses provided a list or outline of strategies to prevent error, waste and theft. In these responses, it was not always clear that the candidate was referring to the point of sale area as general references were made to strategies that were applicable to other areas of the store as well. Examples of strategies that did not specifically refer to the point of sale area included references to data entry mistakes, stock rotation methods like FIFO, and stock ordering and delivery errors. These responses generally demonstrated limited communication skills, cohesiveness and retail examples.

Retail Operations

2008 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
Section I		
1	1	WRRCS1B Communicate in the workplace – 7.1, 7.2
2	1	WRRCS3B Interact with customers – 1.5
3	1	WRR11B Perform stock control procedures – 4.1, 4.2
4	1	RET001 Introduction to retailing, WRRER1B Work effectively in a retail environment
5	1	RET001 Introduction to retailing
6	1	WRRM2B Perform routine house keeping duties – 1.1, 2.2
7	1	WRRCA1B Operate retail equipment – 1.2, 1.4
8	1	WRRCA1B Operate retail equipment – 2.1, 2.2, WRRF1B Balance register/terminal
9	1	WRRLP2B Minimise theft – 2.1
10	1	WRRCS2B – Apply POS handling procedures – 2.3, WRRCS3B – Interact with customers – 2.4
11	1	WRRCS2B Apply point of sale handling procedures – 1.2, 1.3, 1.4, 1.5
12	1	WRRCS3B Interact with customers – 1.9
13	1	WRRLP1B Apply safe working practices – 1.1, 1.4
14	1	WRRS1B Sell products and services – 7.3
15	1	WRRER1B Work effectively in a retail environment – 3.2
Section II		
16 (a)	2	RET001 Introduction to retailing
16 (b)	2	RET001 Introduction to retailing
17	4	WRRS1B Sell products and services – 5.1, 5.2, 5.3, 5.4
18 (a)	1	WRRCS1B Communicate in the work place – 6.1, 6.2, 7.1, 7.2
18 (b)	1	WRRCS1B Communicate in the work place – 6.1, 6.2, 7.1, 7.2
18 (c)	1	WRRCS1B Communicate in the work place – 6.1, 6.2, 7.1, 7.2
18 (d)	2	WRRCS1B Communicate in the work place – 6.1, 6.2
19 (a)	2	WRRCS2B Apply point of sale handling procedures – 2.2, WRRF1B Balance register/terminal – 1.5
19 (b)	4	WRRCS2B Apply point of sale handling procedures – 2.2, WRRCS3B Interact with customers – 1.2
20	4	WRRLP1B Apply safe working practices – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
21 (a)	4	WRRER1B Work effectively in a retail environment – 2.1, 2.2
21 (b)	4	WRRER1B Work effectively in a retail environment – 2.1, 2.2
22 (a)	2	WRRCS3B Interact with customers – 3.1, 3.3, 4.1
22 (b)	4	WRRCS3B Interact with customers – 1.8
Section III		
23	15	WRRS1B Sell products and services – 6.1, 6.2, 6.3; WRRCS1B Communicate in the workplace – 1.3, 1.4, WRRCS3B Interact with customers – 1.9
24	15	WRR11B Perform stock control procedures – 3.1, 3.2, 3.3, WRRCS1B Communicate in the workplace – 3.2, 3.6, 5.5
25	15	WRRLP2B Minimise theft – 2.1, 2.4, 2.5, 2.6, 2.7, WRRF1B Balance register/terminal – 1.5, 2.3, 2.4



2008 HSC Retail Operations Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Retail Operations, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to units/elements of competency as detailed in the syllabus, is also included.

Section II

Question 16 (a)

Competencies assessed: RET001 Introduction to Retailing

MARKING GUIDELINES

Criteria	Marks
• Outlines TWO functions of retail organisations	2
• Outlines ONE function of retail organisations OR • Lists at least TWO functions of retail organisations	1

Sample answer:

Two functions of retail organisations are buying and merchandising. The buyer is responsible for purchasing stock that will be sold by the store. A merchandiser is responsible for creating the visual displays in the store.

Answers could include:

Stock Control – ensuring stock is maintained and stored correctly
 Customer Service – selling stock to customers and ensuring customer satisfaction; improved customer loyalty, product knowledge, good quality products, communication skills
 Administration – keeping records and paperwork
 Human Resources – managing the relationship between employers and employees
 Providing employment opportunities
 Identifying OH&S issues in the workplace
 To make a profit

Question 16 (b)

Competencies assessed: RET001 Introduction to Retailing

MARKING GUIDELINES

Criteria	Marks
• Describes the impact of technology on ONE function of retail organisations and uses a relevant example	2
• Identifies an impact of technology on ONE function of retail organisations	1

Sample Answer

Technology has made stock control in the retail store more accurate and efficient. The introduction of EDI ensures that stock levels in a retail store are maintained.

Answers could include:

Buyer – able to purchase goods over internet – access to a wider range of suppliers
 Merchandising – use of technological equipment such as LCDs and PowerPoint displays, increases customer awareness of products in the store
 Customer Service – more efficient due to technology allowing a variety of payment options – leads to customer satisfaction
 Administration – computers and data entry equipment allow for more efficient and accurate record keeping – saves time and money
 Human Resources – staff databases give up-to-date and accurate information on employees

Question 17

Competencies assessed: *WRRS1B Sell Products and Services 5.1, 5.2, 5.3, 5.4*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies TWO types of customer objections and recommends a strategy for overcoming each one 	4
<ul style="list-style-type: none"> Identifies TWO types of customer objections and recommends ONE strategy to overcome one of these objections OR <ul style="list-style-type: none"> Identifies ONE type of appropriate customer objection and recommends TWO strategies to overcome this 	3
<ul style="list-style-type: none"> Identifies either TWO objections or TWO strategies to overcome objections OR <ul style="list-style-type: none"> Identifies ONE objection and ONE appropriate strategy 	2
<ul style="list-style-type: none"> Identifies either an objection OR a strategy to overcome an objection 	1

Sample Answer

Price and time are two types of customer objections. To overcome a price objection, a sales assistant could refer to the quality of the product by informing the customer of the features and benefits. To overcome a time objection, the sales assistant could suggest that the customer lay-by the good or inform them that the product was low in stock.

Answers could include:

Price: competitiveness of store prices with other stores
 offering alternative products at different price points
Time: narrow down choices
 put item aside
Merchandise: make reference to brand or quality
 ‘best seller’ status

Question 18 (a)

Competencies assessed: WRRCS1B Communicate in the Workplace 6.1, 6.2, 7.1, 7.2

MARKING GUIDELINES

Criteria	Marks
• Correctly calculates the value (\$) of sales turnover of bottled water	1

Sample Answer:

\$160 (80 bottles x \$2)

Question 18 (b)

Competencies assessed: WRRCS1B Communicate in the Workplace 6.1, 6.2, 7.1, 7.2

MARKING GUIDELINES

Criteria	Marks
• Correctly calculates the gross profit for chocolate bars	1

Sample answer:

\$70.00 (Selling Price – Cost Price = \$1 gross profit on each bar sold)

Question 18 (c)

Competencies assessed: WRRCS1B Communicate in the Workplace 6.1, 6.2, 7.1, 7.2

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the number of packets sold	1

Sample answer:

Number sold = 40

Question 18 (d)

Competencies assessed: WRRCS1B Communicate in the Workplace 6.1, 6.2

MARKING GUIDELINES

Criteria	Marks
• Explains why gross profit and net profit figures differ	2
• Correctly defines either gross profit or net profit	1

Sample answer:

Net profit is less than gross profit because the operating costs of the business have to be deducted.

Question 19 (a)

Competencies assessed: WRRCS2B Apply Point of Sale Handling Procedures 2.2

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies FOUR types of non-cash transactions	2
• Identifies at least TWO types of non cash transactions	1

Answers could include:

EFTPOS
Credit Card
Store Credit Card
Gift Voucher
Credit Note
Cheque

Question 19 (b)

Competencies assessed: WRRCS2B Apply Point of Sale Handling Procedures 2.2

MARKING GUIDELINES

Criteria	Marks
• Explains benefits to retailers of offering a range of non-cash payment options to customers	4
• Explains ONE benefit to retailers of offering a range of non-cash payment options to customers and outlines at least one other	3
• Outlines benefits to retailers of offering a range of non-cash payment options to customers OR • Explains a benefit to retailers of offering a range of non-cash payment options to customers	2
• Lists at least ONE benefit of non-cash payments	1

Sample answer:

Offering a range of non-cash payment options allows customers to have greater flexibility in being able to pay for merchandise, thus increasing customer satisfaction and increasing sales and profits.

Having less money in the store also reduces the risk of larger amounts of money being lost through theft or error.

Question 20

Competencies assessed: WRRLP1B Apply Safe Working Practice 1.1 – 1.6, 2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Evaluates the effectiveness of TWO strategies that could be used to reduce hazards in a retail store 	4
<ul style="list-style-type: none"> Evaluates the effectiveness of ONE strategy that could be used to reduce hazards in a retail store AND outlines another 	3
<ul style="list-style-type: none"> Evaluates the effectiveness of ONE strategy that could be used to reduce hazards in a retail store OR <ul style="list-style-type: none"> Outlines TWO strategies that that could be used to reduce hazards in a retail store 	2
<ul style="list-style-type: none"> Lists TWO strategies that could be used to reduce hazards in a retail store OR <ul style="list-style-type: none"> Makes a general statement in relation to hazards in retail stores 	1

Question 20 (continued)

Sample answer:

A safety audit helps to identify potential hazard areas in the store. By identifying and eliminating hazards the store becomes a safe environment for staff and customers.

The ‘clean as you go’ strategy ensures all packaging materials and spills are disposed of and cleaned up as the job is being completed. This ensures that injury and risk is minimised and creates a safer environment.

Answers could include:

Students could also refer to hazards in other areas such as the storeroom, dock area and administration areas.

Question 21 (a)

Competencies assessed: WRRER1B Work Effectively in a Retail Environment 2.1, 2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains the purpose of anti-discrimination legislation 	2
<ul style="list-style-type: none"> Identifies ONE purpose of anti-discrimination legislation 	1

Sample answer:

The purpose of anti discrimination legislation is to eliminate all forms of discrimination in the workplace. It ensures that people are not discriminated against on the basis of age, sex, marital status, sexual preference. It gives legal protection to all groups in society.

Question 21 (b)

Competencies assessed: WRRER1B Work Effectively in a Retail Environment 2.1, 2.2

MARKING GUIDELINES

Criteria	Marks
• Describes at least TWO strategies that a retailer could use to implement anti-discrimination legislation	4
• Describes ONE strategy that a retailer could use to implement anti-discrimination legislation AND identifies another strategy	3
• Describes ONE strategy that a retailer could use to implement anti-discrimination legislation OR • Identifies TWO strategies that a retailer can use to implement anti-discrimination legislation	2
• Identifies a strategy that a retailer could use to implement anti-discrimination legislation	1

Sample answer:

Strategies that a retailer could introduce to implement anti-discrimination legislation include:

1. have a range of inclusive activities so that staff feel included (eg staff night out)
2. have flexible work practices that allow staff to practise their culture and religion. For example give Muslim employees the time and a place to pray during the day

The advantage of implementing these strategies is a satisfied workforce. This leads to reduced employee turnover and absenteeism which leads to increased profits for the store.

Question 22 (a)

Competencies assessed: WRRCS3B Interact with customers 3.1, 3.3, 4.1

MARKING GUIDELINES

Criteria	Marks
• Outlines a procedure that the sales assistant could follow to order the product	2
• Outlines part of a procedure that the sales assistant could follow to order the product	1

Sample answer:

1. Complete all customer and product details accurately
2. Contact other suppliers and outlets to check the availability of the product
3. Follow-up with customer as soon as possible

Question 22 (b)

Competencies assessed: WRRCS3B Interact with customers 1.8

MARKING GUIDELINES

Criteria	Marks
• Describes methods that a sales assistant could use to develop rapport with customers	4
• Describes ONE method that a sales assistant could use to develop rapport with customers and lists at least one other	3
• Describes ONE method that a sales assistant could use to develop rapport with customers OR • Lists TWO methods that a sales assistant could use to develop rapport with customers	2
• Lists at least ONE method that can be used to develop rapport with customers	1

Sample Answer:

A sales assistant could develop rapport with customers by ascertaining customer needs. This could be done by asking the customer open, closed and reflective questions to gather information. They could also offer customer loyalty programs such as discounts to regular customers, which can encourage repeat visits to the store.

Answers could include:

Developing rapport with customers could include:

- Approaching the customer and using an appropriate greeting
- Active listening – using verbal/non-verbal – body language
- Consultative selling skills – needs identification leads to customer satisfaction

Section III

Question 23

Competencies assessed: *Sell products and services 6.1, 6.2, 6.3; (WRRS1B)*
Communicate in the workplace 1.3, 1.4, (WRRCS1B)
Interact with customers 1.9 (WRRCS3B)

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Comprehensively evaluates of techniques for closing a sale and maximising future sales opportunities 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 techniques for closing a sale and maximising future sales opportunities <p>OR</p> <ul style="list-style-type: none"> Comprehensively describes techniques for closing a sale and maximising future sales opportunities <p>AND</p> <ul style="list-style-type: none"> Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology into a cohesive response, using language appropriate to the audience and purpose 	10–12
<ul style="list-style-type: none"> Describes techniques for closing a sale and maximising future sales opportunities <p>OR</p> <ul style="list-style-type: none"> Evaluates closing techniques OR methods of maximising future sales <p>AND</p> <ul style="list-style-type: none"> Communicates ideas and information, using appropriate retail examples and industry terminology 	7–9
<ul style="list-style-type: none"> Outlines techniques for closing a sale AND/OR maximising future sales opportunities Communicates ideas and information with limited use of industry terminology 	4–6
<ul style="list-style-type: none"> Lists relevant points in relation to selling AND/OR maximising future sales opportunities Demonstrates limited communication skills and uses non-industry specific terminology 	1–3

Question 23 (continued)

Answers could include:

- Recognising **buying signals** (verbal and non-verbal)
- Techniques to **close a sale** – including: assumptive, final chance, special offer, alternative, active, narrow down
- **Maximising future sales opportunities** including: looking for opportunities for further sales; advising customer of complementary products or services (add-ons); personalising sales to gain customer loyalty; advertising, discounting and promotions, loyalty schemes, store image and presentation, building rapport (smiling, using customer name etc)

Question 24

*Competencies assessed: Perform stock control procedures 3.1, 3.2, 3.3 (WRR1B),
Communicate in the workplace 3.2, 3.6, 5.5 (WRCS1B)*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Comprehensively evaluates procedures that could be used to prepare for and conduct a full stocktake efficiently and accurately • 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 procedures that could be used to prepare for and conduct a full stocktake efficiently and accurately <p>OR</p> <ul style="list-style-type: none"> • Comprehensively describes procedures that could be used to prepare for and conduct a full stocktake efficiently and accurately <p>AND</p> <ul style="list-style-type: none"> • Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology into a cohesive response, using language appropriate to the audience and purpose 	10–12
<ul style="list-style-type: none"> • Describes procedures that could be used to prepare for and conduct a full stocktake efficiently and accurately <p>OR</p> <ul style="list-style-type: none"> • Explains procedures that could be used to EITHER prepare for OR conduct a full stocktake efficiently and accurately <p>AND</p> <ul style="list-style-type: none"> • Communicates ideas and information, using appropriate retail examples and industry terminology 	7–9
<ul style="list-style-type: none"> • Outlines procedures that could be used to prepare for AND/OR conduct a full stocktake • 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 a stocktake • Demonstrates limited communication skills and uses non-industry specific terminology 	1–3

Question 24 (continued)

Answers could include:

Preparation for stocktake:

- Planning for the stocktake (floor plans; staff briefings)
- Allocation of staff and documentation required
- Anticipation of stocktake problems (eg double counting; deliveries during the stocktake)
- Housekeeping procedures such as clearing aisles, sweeping under fixtures etc
- Identify where stock is

Undertaking the full stocktake

- Manual or electronic recording
- Use stock record sheets to record quantities
- Checking of counted quantities
- Tally amounts
- Handle discrepancies

Question 25

Competencies assessed: Minimise theft 2.1, 2.4, 2.5, 2.6, 2.7 (WRRLP2B), Balance register/terminal 1.5, 2.3, 2.4 (WRRF1B)

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Comprehensively evaluates strategies to prevent error, waste and theft at the point of sale • 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 strategies to prevent error, waste and theft at the point of sale OR <ul style="list-style-type: none"> • Comprehensively describes strategies to prevent error, waste and theft at the point of sale AND <ul style="list-style-type: none"> • Communicates ideas and information, using appropriate retail examples and integrating correct industry terminology into a cohesive response, using language appropriate to the audience and purpose 	10–12
<ul style="list-style-type: none"> • Describes strategies to prevent error, waste and theft at the point of sale, and may provide a limited evaluation of strategies OR <ul style="list-style-type: none"> • Evaluates strategies that prevent error OR waste OR theft at the point of sale AND <ul style="list-style-type: none"> • Communicates ideas and information, using appropriate retail examples and industry terminology 	7–9
<ul style="list-style-type: none"> • Outlines procedures relating to error AND/OR waste AND/OR theft at the point of sale and may provide a limited evaluation of strategies OR <ul style="list-style-type: none"> • Outlines strategies to prevent error, waste and theft in a retail store 	4–6

<ul style="list-style-type: none"> Communicates ideas and information with limited use of industry terminology 	
<ul style="list-style-type: none"> Identifies some relevant points in relation to error AND/OR waste AND/OR theft Demonstrates limited communication skills and uses non-industry specific terminology 	1–3

Answers could include:

Prevention of error at POS

- Taking care with data entry
- Checking customer details as required (eg signature, address)
- Correct procedures for accepting payment and counting back change
- Handle cash accurately and securely

Prevention of waste at POS

- Poor housekeeping, stock lost, broken, untidy/unclean work area
- Over packaging
- Damaging stock through lack of care or poor packaging

Prevention of theft at POS

- Install cameras and other theft prevention devices
- Cash drops
- Secure cash and non-cash items
- Pin code entry for cash registers

There need not be equal balance given in the answers to each of the components in the question.