

2014 HSC Retail Services Marking Guidelines

Section I

Multiple-choice Answer Key

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

Section II

Question 16 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE characteristic of a salesperson delivering quality customer service 	1

Sample answer

Professional appearance

Answers could include:

- Friendly tone
- Professionalism
- Smiling
- Happy
- Interested
- Positive body language
- Individualised attention
- Product knowledge
- Courteous service
- Efficiency
- Consistency

Question 16 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> Shows how quality customer service could benefit a retailer 	2
<ul style="list-style-type: none"> Identifies a benefit of quality customer service 	1

Sample answer:

Satisfied customers are likely to provide repeat business and promote goodwill via word of mouth, which leads to increased sales allowing for retail growth.

Question 16 (b)

Criteria	Marks
• Clearly describes how teamwork can help deliver quality customer service	3
• Provides features of teamwork that can help deliver quality customer service	2
• Makes a general statement about teamwork	1

Sample answer:

Communicating with each other to build individual knowledge can ensure the customer is provided with the best service from all team members. This creates a positive image for the store as customers will receive the same high standard of service from all team members and have their needs met.

Question 17 (a)

Criteria	Marks
• Identifies a hazard and a risk	2
• Identifies a hazard OR • Identifies a risk	1

Sample answer:

Hazard – falling goods

Risk – head injuries from falling goods

Answers could include:

Hazard – broken glass

Risk – cut on the broken glass

Question 17 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides relevant procedures that supermarket staff could use to respond to the situation with justification 	3
<ul style="list-style-type: none"> Outlines a relevant procedure OR <ul style="list-style-type: none"> Identifies relevant procedures 	2
<ul style="list-style-type: none"> Identifies a procedure for responding to the situation shown in the picture 	1

Sample answer:

Supermarket staff should isolate the area to prevent injury to staff and customers. Signage to warn customers and staff of the danger should be placed to avoid access to the area. Notify supervisor/staff member so that assistance can be provided. Use gloves to reduce personal injury, use cleaning equipment eg sand to absorb liquid and stop it spreading. Complete incident report.

Question 17 (c)

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows how the situation could affect the supermarket in terms of organisational costs 	5
<ul style="list-style-type: none"> Shows a good understanding of how the situation could affect the supermarket in terms of organisational costs 	4
<ul style="list-style-type: none"> Shows some understanding of how the situation could affect the supermarket in terms of organisational costs 	3
<ul style="list-style-type: none"> Shows a basic understanding of organisational costs relevant to the situation 	2
<ul style="list-style-type: none"> Makes a general statement about organisational costs 	1

Sample answer:

A loss of productivity can occur because an area needs to be isolated therefore loss of sales. The clean up by a staff member can cause stress on others to complete work. Shelving is damaged and needs to be repaired. Any damaged products cannot be sold, become waste and money is lost. If a person, staff or customer is injured the business may be required to pay compensation.

Question 18 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly relates counting merchandise to minimising the loss of stock 	2
<ul style="list-style-type: none"> Makes a general statement about counting merchandise OR loss of stock 	1

Sample answer:

Stock on hand needs to match what is in the system. This can be determined through the counting of stock at stocktake or at the time of delivery. This can highlight where loss is occurring.

Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly explains why both overt and covert security measures are needed in the retail services industry Supports answer with relevant examples 	4
<ul style="list-style-type: none"> Describes an overt and a covert security measure in the retail services industry Includes relevant examples 	3
<ul style="list-style-type: none"> Describes the use of an overt OR a covert security measure in the retail services industry OR <ul style="list-style-type: none"> Outlines an overt and a covert security measure in the retail services industry 	2
<ul style="list-style-type: none"> Makes a general statement about security measures OR <ul style="list-style-type: none"> Provides an example of security measures 	1

Sample answer:

Overt security such as the use of security guards cannot cover all areas at all times. Covert security such as the use of hidden security cameras can be installed at multiple locations and provide surveillance at all hours. While security guards may provide strong visible deterrence, hidden cameras provide a cost-effective way to cover where security guards cannot protect. Highlighting the location of the cameras creates the impression that 'all' areas are covered. Hence, both forms are required.

Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly describes benefits for employees of working under an award in the retail services industry 	3
<ul style="list-style-type: none"> Describes a benefit of working under an award in the retail services industry OR <ul style="list-style-type: none"> Identifies benefits of working under an award in the retail services industry 	2
<ul style="list-style-type: none"> Makes a general statement about awards 	1

Sample answer:

Awards are negotiated collectively which leads to an increase in bargaining power that can result in improved conditions such as rest breaks, sick leave, holidays. The increase in conditions and pay is applied to all workers. Working under an award provides legal protection for all employees.

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows how Australian consumer law affects the selling of products and services in the retail services industry 	4
<ul style="list-style-type: none"> Outlines the effects of Australian consumer law on the selling of products and services in the retail services industry 	3
<ul style="list-style-type: none"> Outlines an effect of consumer law on the selling of products and/or services OR <ul style="list-style-type: none"> Identifies effects of consumer law on the selling of products and/or services 	2
<ul style="list-style-type: none"> Makes a general statement about consumer law 	1

Sample answer:

A store's returns/refund policy must be established according to the law. Customers are entitled to a refund if the product is faulty. Advertised products or services for sale need to have the price clearly displayed including fees and charges. The law restricts bait and switch selling. No product can be advertised if it cannot be supplied.

Question 20

Criteria	Marks
<ul style="list-style-type: none"> Identifies issues and provides points for and/or against e-retailing in relation to the delivery of service 	6
<ul style="list-style-type: none"> Describes features and/or issues of e-retailing in relation to the delivery of service 	5
<ul style="list-style-type: none"> Outlines features and/or issues of e-retailing 	4
<ul style="list-style-type: none"> Identifies features of e-retailing and elaborates on one of them 	3
<ul style="list-style-type: none"> Identifies features of e-retailing OR <ul style="list-style-type: none"> Outlines a feature of e-retailing 	2
<ul style="list-style-type: none"> Makes a general statement about the delivery of service OR e-retailing 	1

Sample answer:

E-retailing offers service twenty-four hours a day and goods are delivered to your door. For many customers this offers the advantage of access to the goods and the convenience of purchasing from home. While it is convenient to order from home it requires the customer to have access to the internet. Implications for delivery of service can also include no face-to-face contact, which can minimise the quality of service. Customers come into stores to try on items and then buy it cheaper online, which can reduce sales and loss of staff in stores. E-retailing requires the website to be accurate and regularly updated to ensure products are available to customers.

Section III

Question 21

Criteria	Marks
<ul style="list-style-type: none"> Identifies a range of strategies that can be used to deal with harassment in the retail services workplace Clearly provides points for and/or against these strategies Demonstrates a thorough understanding of how they can be used and their potential effects Communicates ideas and information effectively in a logical and cohesive manner Uses appropriate workplace examples and integrates correct industry terminology 	13–15
<ul style="list-style-type: none"> Describes a range of strategies that can be used to deal with harassment in the retail services workplace Demonstrates a good understanding of how they can be used and/or their potential effect(s) Communicates ideas and information in a cohesive manner Uses workplace examples and industry terminology 	10–12
<ul style="list-style-type: none"> Describes strategies that can be used to deal with harassment in the retail services workplace Demonstrates a sound understanding of how they can be used and/or their potential effect(s) Communicates ideas and information using workplace examples 	7–9
<ul style="list-style-type: none"> Outlines strategies that can be used to deal with harassment in the retail services workplace Demonstrates some understanding of how they can be used and/or their potential effect(s) Communicates ideas and information with limited use of workplace examples 	4–6
<ul style="list-style-type: none"> Makes general statement(s) about harassment in a workplace 	1–3

Answers could include:

Strategies

- grievance procedure
- establishing expectations
- training, education and awareness
- awareness by managers
- signs
- store policy/warnings designed to prevent bullying and harassment in the workplace
- induction training
- reporting complaints
- disciplinary action

- clear job descriptions
- keep statistical data relating to absenteeism, work related injuries, complaints and disciplinary action

Points for and/or against strategies

<i>Strategies</i>	<i>For/Against</i>
Signs	<ul style="list-style-type: none"> • Informs employees of appropriate behaviour • Images may be offensive • May be ignored
Induction Training	<ul style="list-style-type: none"> • Informs employees of appropriate behaviour • All employees are aware of policies • If not renewed on a regular basis employees may forget
Reporting complaints	<ul style="list-style-type: none"> • There is a procedure available for reporting harassment • Employees may be afraid to make a complaint • Situation may worsen after a complaint is made

Section IV

Question 22 (a)

Criteria	Marks
<ul style="list-style-type: none">• Outlines strategies that an employee could use to source information for advising on products in a retail environment	3
<ul style="list-style-type: none">• Identifies strategies that an employee could use OR <ul style="list-style-type: none">• Outlines a strategy that an employee could use	2
<ul style="list-style-type: none">• Makes a general statement relating to sourcing information	1

Sample answer:

Retail employees in the retail industry must develop knowledge about the products they are selling. There are a range of strategies that can assist in the development of this knowledge. Packaging can contain information about usage and features which can help employees gain a better understanding of the product they are selling. Training internally or externally can assist the employee in developing product knowledge. An additional strategy to develop product knowledge can be the use of videos and seeking assistance from colleagues and team leaders.

Question 22 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Recommends a range of product, service and workplace knowledge that would be beneficial when advising customers in a retail environment, demonstrating a thorough understanding of the knowledge • Comprehensively supports the recommendations with detailed justifications and relevant retail general selling examples 	11–12
<ul style="list-style-type: none"> • Recommends product, service and workplace knowledge that would be beneficial when advising customers in a retail environment, demonstrating a good understanding of the knowledge • Supports the recommendations with justifications and retail general selling examples 	9–10
<ul style="list-style-type: none"> • Shows a sound understanding of at least two areas in product, service and workplace knowledge that would be beneficial when advising customers in a retail environment • Supports answer with retail general selling examples 	7–8
<ul style="list-style-type: none"> • Shows some understanding of at least two areas in product, service and workplace knowledge that would be beneficial when advising customers in a retail environment 	5–6
<ul style="list-style-type: none"> • Outlines product and/or service and/or workplace knowledge that would be beneficial when advising customers 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about product and/or service and/or workplace knowledge and/or advising customers 	1–2

Answers could include:

Product, service and workplace knowledge required by employees in a retail environment:

- product/service:
 - brand options
 - features, benefits and limitations
 - use/application
 - care, handling and storage
 - warranty
 - price
- workplace:
 - complementary product(s) and/or service(s)
 - special offers
 - loyalty schemes
 - stock availability
 - procedures for taking orders
 - payment methods
 - return/refunds
 - after sales service
 - trading hours

Question 23 (a)

Criteria	Marks
<ul style="list-style-type: none">• Outlines strategies that an employee could use to develop food product knowledge in the food retail environment	3
<ul style="list-style-type: none">• Identifies strategies that an employee could use OR <ul style="list-style-type: none">• Outlines a strategy that an employee could use	2
<ul style="list-style-type: none">• Makes a general statement relating to developing knowledge	1

Sample answer:

Retail employees in the food industry must develop knowledge about the food products they are selling. There are a range of strategies that can assist in the development of this knowledge. Food packaging can contain information about ingredients, nutritional values and serving suggestions which can help employees gain a better understanding of the food product they are selling. Training internally or externally can assist the employee in developing food product knowledge. An additional strategy to develop product knowledge can be the use of videos, food demonstrations and seeking assistance from colleagues and team leaders.

Question 23 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Recommends a range of product, service and workplace knowledge that would be beneficial when advising customers in a food selling environment, demonstrating a thorough understanding of the knowledge • Comprehensively supports the recommendations with detailed justifications and relevant food selling examples 	11–12
<ul style="list-style-type: none"> • Recommends product, service and workplace knowledge that would be beneficial when advising customers in a food retail environment, demonstrating a good understanding of the knowledge • Supports the recommendations with justifications and food selling examples 	9–10
<ul style="list-style-type: none"> • Shows sound understanding of at least two areas in product, service and workplace knowledge that would be beneficial when advising customers in a food retail environment • Supports answer with food selling examples 	7–8
<ul style="list-style-type: none"> • Shows some understanding of at least two areas in product, service and workplace knowledge that would be beneficial when advising customers in a food retail environment 	5–6
<ul style="list-style-type: none"> • Outlines product and/or service and/or workplace knowledge that would be beneficial when advising customers 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about product and/or service and/or workplace knowledge and/or advising customers 	1–2

Answers could include:

Product, service and workplace knowledge required by employees in a retail environment:

- product:
 - brand options and varieties
 - benefits and limitations
 - use and application
 - shelf life/use-by dates
 - care, handling and storage
 - product/ingredient origins
 - production/cookery methods
 - dietary/nutritional aspects
 - price
 - seasonal availability
- food service:
 - catering
 - delivery
 - cook to order
 - seasonal promotions
- workplace:
 - complementary product(s) and/or service(s)
 - special offers
 - stock availability
 - procedures for taking orders

Question 24 (a)

Criteria	Marks
<ul style="list-style-type: none">• Outlines strategies that an employee could use to match knowledge of non-scheduled pharmacy products to customers' symptom-based requests	3
<ul style="list-style-type: none">• Identifies strategies that an employee could use OR <ul style="list-style-type: none">• Outlines a strategy that an employee could use	2
<ul style="list-style-type: none">• Makes a general statement relating to pharmacy product knowledge	1

Sample answer:

Retail employees in the pharmacy industry are required to provide products on the basis of customers' symptoms. To develop an understanding of appropriate products a pharmacy assistant must develop a knowledge of non-scheduled pharmacy products and be able to match them to the customer's symptoms. To do this a range of strategies can be used. An employee can ask the customer a range of questions to identify their symptoms to be able to recommend the appropriate non-scheduled pharmacy products. In addition an employee can develop an understanding of non-scheduled products by reading product information sheets, seeking assistance from the pharmacist, and attending in-house training to ensure the product matches the customer's symptoms.

Question 24 (b)

Criteria	Marks
<ul style="list-style-type: none"> Shows a thorough understanding of the legal and ethical issues that can affect the advice a community pharmacy worker can give to customers Clearly relates the advice that a community pharmacy worker can give to the legal and ethical issues Comprehensively supports answer with relevant pharmacy examples 	11–12
<ul style="list-style-type: none"> Shows a good understanding of the legal and ethical issues that can affect the advice a community pharmacy worker can give to customers Links the advice that a community pharmacy worker can give to the legal and ethical issues Supports answer with pharmacy examples 	9–10
<ul style="list-style-type: none"> Shows a sound understanding of the legal and ethical issues that can affect the advice a community pharmacy worker can give to customers Provides some link between these issues and the advice that a community pharmacy worker can give Uses pharmacy examples 	7–8
<ul style="list-style-type: none"> Shows some understanding of the legal and/or ethical issues that can affect the advice a community pharmacy worker can give to customers Includes pharmacy example(s) 	5–6
<ul style="list-style-type: none"> Outlines legal and/or ethical issues in community pharmacy 	3–4
<ul style="list-style-type: none"> Makes general statement(s) about legal and/or ethical issues in community pharmacy and/or advising customers 	1–2

Answers could include:

Legal and ethical issues affecting the community pharmacy worker and industry, issues including:

- duty of care
- health privacy principles
- confidentiality
- legal responsibilities.

Retail Services

2014 HSC Examination Mapping Grid

Section I

Question	Marks	HSC content — focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
1	1	Safety — WHS compliance – page 31 & 32	X						X	
2	1	Working in the industry — employment – page 46	X					X	X	
3	1	Safety — incidents, accidents and emergencies – page 34							X	
4	1	Sales and security — minimise theft – page 39			X	X			X	
5	1	Sales and security — point of sale (numerical calculation) – page 41 Working in the industry — retail services worker (roster) – page 47	X		X		X	X	X	
6	1	Customer service — customer inquiries – page 28	X		X	X		X	X	
7	1	Safety — WHS compliance – page 32	X						X	
8	1	Sales and security — point of sale (numerical calculation) – page 41	X		X				X	
9	1	Sales and security — sell products and services – page 38	X			X		X		
10	1	Working in the industry — nature of the industry – page 45							X	
11	1	Sales and security — point of sale – page 41	X						X	X
12	1	Customer service — customer dissatisfaction and complaints – page 28	X		X	X	X		X	
13	1	Customer service — workplace policy and procedure for customer interaction – page 27	X							
14	1	Customer service — customer dissatisfaction and complaints – page 29				X				
15	1	Customer service — communication technology – page 28	X		X	X			X	X

Section II

Question	Marks	HSC content — focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
16 (a) (i)	1	Customer service — quality service – page 27						X	X	
16 (a) (ii)	2	Customer service — quality service – page 27	X	X				X	X	
16 (b)	3	Customer service — quality service – page 27	X	X	X				X	
17 (a)	2	Safety — risk management – page 33			X	X	X		X	
17 (b)	3	Safety — incidents, accidents and emergencies – page 34			X	X	X		X	
17 (c)	5	Safety — work health and safety – page 31			X	X	X		X	
18 (a)	2	Sales and security — minimise loss of stock – page 40			X	X	X		X	
18 (b)	4	Sales and security — security – page 40	X		X	X	X		X	
19 (a)	3	Working in industry — employment – page 46							X	
19 (b)	4	Sales and security — sell products and services – page 38	X		X				X	
20	6	Working in industry — nature of the industry – page 45				X	X		X	X

Section III

Question	Marks	HSC content — focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
21	15	Working in the industry — anti-discrimination – page 49	X	X	X			X	X	

Section IV

Question	Marks	HSC content — focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
22 (a)	3	Retail general selling — advise on products and services – page 54	X	X	X	X			X	X
22 (b)	12	Retail general selling — advise on products and services – page 54	X	X	X	X			X	X
23 (a)	3	Food selling — advise on products and services – page 63	X	X	X	X			X	X
23 (b)	12	Food selling — advise on products and services – page 63	X	X	X	X			X	X
24 (a)	3	Community pharmacy — customer service within a pharmacy – page 68	X	X	X	X			X	X
24 (b)	12	Community pharmacy — pharmacy team – page 67	X	X	X	X			X	X