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Notes from the Examination Centre

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1999 Higher School Certificate Industry Studies Notes from the Examination Centre

Introduction

In 1999 a total of 2834 candidates presented for the 2 Unit examination in Industry Studies in the following strands:

Hospitality	1869 candidates
Metal and Engineering	411 candidates
Retail	554 candidates

The examination comprised a practical component and a written component, both of which were equally weighted.

Practical Examination – Hospitality

General Comments

This report is compiled from observations made during the conduct of the 1999 HSC 2 Unit Industry Studies – Hospitality practical examination. Markers are thoroughly briefed on the variations of acceptable industry practice and they accommodate such variations in the marking of candidates' work. All work is closely monitored for standards of safety and hygiene, and in terms of the production of consistent, high quality product with minimal waste.

Uniforms

Candidates were generally well presented in full chef's uniform. The most common problems in those instances where candidates did not meet the required standard are listed below:

- Trouser legs being too long. This can lead to potential safety problems if the trousers catch on shoe heels.
- Sleeves being either too long, covering hands or rolled up above elbows.
- Hair not properly secured and covered.
- Improper footwear. Sneakers, joggers, sandals, suede shoes and high heels are potentially dangerous and unsanitary.

Candidates should be attired in full uniform for the duration of the examination. Teachers are reminded that the complete chef's uniform consists of the following:

- Tall white disposable chef's hat;
- White double breasted chef's jacket;
- Small black and white check or houndstooth trousers;
- Black leather safety shoes;
- White neckerchief;
- White chef's apron, tied around the waist and falling just below the knee.

Personal Hygiene

Candidates must remember to wash their hands before and during food preparation to prevent contamination. Uniforms should be clean and pressed, shoes polished, hair contained and covered, fingernails must be short and clean. A number of candidates wore heavy makeup or had unacceptably long or false painted nails. These candidates did not gain marks for hygiene. Markers request candidates prior to the commencement of the examination to remove all jewellery. Some candidates chose not to observe this direction and consequently did not gain marks for hygiene and safety. A further hygiene problem arises when candidates constantly touch their face, nose, and mouth while handling and preparing food.

Knife Handling and Safety

Blunt knives are difficult to use and do not produce a clean cut. For these reasons blunt knives are a safety hazard and should not be used. It was observed in some schools that candidates experienced difficulty in managing sharp knives and a number of minor accidents occurred. Candidates should be given every opportunity to practise precision cuts using sharp knives. They need to develop their skills using the chef's knife with a slicing/rocking action keeping the tip of the knife on the board. This is preferred to the noisy chopping style that was often observed. It should be remembered that it is the cutting edge of the knife that does all the work, **not** the force that is applied.

A safe grip on the handle of the knife will give maximum control, cutting speed and accuracy. To achieve a safe grip both knife and hand must be clean and dry. Gloves should be used with extreme caution because of the difficulty in securing a safe grip. The free hand plays an equally important role in holding the food in place. Fingertips should be curled under for safety, using the knuckles as a guide for the knife's stability.

When carried, knives should point toward the floor. When on a table, the knife must be placed flat so that the blade is not exposed upwards. The correct knife for the job must always be chosen – a small knife for a small job, a turning knife for turning. A turning knife should NOT be used to segment an orange because a straight edge is needed to cut out the segments efficiently and productively. A paring knife would be the correct tool to use. A small plastic scraper may be used to clean off a knife blade and to assist in cleaning up cutting boards.

The need for stove safety cannot be emphasised strongly enough. Unsafe work practices that could have resulted in burns, scalds or fire were observed in some kitchens. Some candidates were observed melting butter in a small plastic measuring cup, submerged with tongs in boiling water. Others boiled their pots dry, while still others had their pans too hot and burnt the clarified butter. Such practices should be rectified and eliminated.

Workflow

Candidates who did not recognise the importance of workflow and time management and those who failed to plan each task and process carefully wasted valuable time. To facilitate efficient production candidates should work through the tasks sequentially. For example, when working with vegetables, the first task is to wash, peel and rewash all vegetables at the same time. Many candidates washed and peeled only one vegetable at a time, prior to its being cut. These candidates lost time in washing and peeling each individual vegetable. Further saving was possible if candidates cut more than one bean or item of macedoine at a time. However, it is not advisable to make too many cuts at once as the results may be irregular.

Technique

When blanching a tomato a small X should be cut on the bottom before plunging it into boiling water. The tomato should be cooled quickly in chilled water to stop any cooking, and then peeled. Some markers observed that tomatoes were submerged in either boiling or chilled water for an extended period of time. This is an unacceptable practice as the resulting tomato flesh is soft and pulpy.

In producing concassé, the tomato is cut horizontally to expose all seeds; only the seeds should be removed. Many candidates incorrectly removed the centre flesh as well as the seeds. This is very wasteful and produces only a small amount of concassé.

When weighing food, candidates must first allow for the weight of the vessel or plate which contains the food. They should also become proficient in estimating approximate weights and portion sizes.

Peeling should be carried out over a scrap bowl to keep the workbench and cutting-board clean and tidy. The exception to this is peeling an orange. This is most safely carried out on the cutting board.

To peel and segment the orange, the top and bottom should first be squared off to expose the flesh. The sides should be then peeled in a curved cut to remove all the rind and pith. Markers observed candidates trying to peel the orange with their hands and some did not follow the curve of the orange and ended up with a square orange and a poor finished product. Segmenting should be done over a bowl to collect any juice and the segments should be stored and presented in that bowl with the juice.

The onion should be trimmed top and bottom, then peeled whole. The cutting of the onion into very small dice should be achieved with the three-way cut requiring minimal re-chop. Many candidates were observed over-enthusiastically chopping the onion. Many tears were shed because of over-chopping with dull knives.

To produce precision-cut peeled vegetables, the first cut should be into lengths of approximately 40mm. These lengths are then squared on three sides. The squaring cuts should be done with the flat surface of the vegetable on the board. Second slices should then be cut to the thickness of the desired finish. Finally, the finished product is cut the same width as the thickness, ie. Jardinière is 40 x 5 x 5mm. The Macédoine cut (5 x 5 x 5mm) comes from Jardinière. The same process applies to the Julienne cuts (40 x 2 x 2mm) and to the Brunoise cuts (2 x 2mm). The Paysanne cut produces different shapes, each approximately 10 x 2mm. All vegetables of the same cut should match in size and they should look identical in the same grouping. A tolerance of 10% is acceptable in precision cuts.

Parsley leaves should be picked from the stem, finely chopped, re-washed and presented dry. Garlic should be peeled and the hard root removed. An efficient way of loosening the peel of the garlic is to crack the clove with the side of the chef's knife. To aid the garlic chopping, a small amount of salt may be used as a grinding agent. The resulting product should be a purée.

Summary

Markers appreciated the efforts that schools made to facilitate the smooth running of the Hospitality examination, notably the organisation of ingredient trays, presentation areas, equipment and uniforms, while the examination room was generally of the highest standard. This enabled each session to proceed according to schedule.

Practical Examination – Metal and Engineering

General Comments

The practical examination gave candidates the opportunity to make and assemble a nutcracker. Those who had prepared for and practised the job in the week prior to the examination completed the task with time to spare; the standard of the finished product, however, varied widely. Some candidates were not sufficiently familiar with the drawing or the requisite tasks. Others had difficulty in operating various types of machinery, eg setting speeds on a drill press, cutting angles with metal-cutting saws, cutting angle iron safely.

Materials

The black steel, 40 x 40 equal angle, and threaded bar were easily obtained by most schools. Materials needed to be cut to specification as per the *Materials and Equipment List*. Some schools had not referred in sufficient detail to the initial *Materials and Equipment List* and cut the materials to the size on the drawing. This caused delays in commencing the examination as well as wastage of metal.

Equipment

The power equipment listed in the *Materials and Equipment List* is a mandatory requirement. The number of candidates examined per session was directly related to the number of drill presses available in the examination workshop. Equipment was generally adequate, with most workshops having been carefully set up prior to the markers' arrival. It is recommended that each candidate be provided with a kit of basic tools, and that new drill bits should be available. All tools should be sharpened prior to the examination. At some centres, multiple spares of consumable items were not readily available.

Identification of Candidates

Time was lost at a number of centres due to candidates' being unsure of their HSC candidate number. Photo ID should be cross-referenced previously with details supplied to the markers.

Candidate skill level and completion of the job

Candidates demonstrated a wide range of skills, as is evidenced by the following observations:

- The best jobs were complete in all aspects – accurate, well deburred, and cleaned up prior to assembly.
- Some candidates chose to cut all angles with the hacksaw. In most cases this was competently achieved within the tolerances.
- Deburring refers to cut surfaces and holes. A large proportion of candidates did not deburr as required.
- A significant number of candidates did not use parallel strips of either wood or steel to support their material when drilling holes. This resulted in holes that were out of square, making it impossible to produce a thread that is square in both directions.
- Some candidates spent significant time waiting for a drilling machine. This waiting time could have been spent more productively on other tasks.

Summary

Candidates and teachers should be commended on their attention to occupational health and safety issues. The majority of candidates were attired in correct footwear, overalls and safety glasses. The general standard of safe working practice among candidates was good and it was noted that they were polite and well mannered. In some instances markers observed covers off machines and exposed wires.

It is a credit to the many candidates and staff who were involved in the 1999 Industry Studies Metal and Engineering Course that so few difficulties were experienced during the examination. In the main, staff had obviously taken the time to set up the workshops in accordance with Board of Studies requirements. This was very much appreciated by the markers.

Practical Examination – Retail

Question 1 (8 marks)

This question required candidates to demonstrate knowledge of the various techniques a professional salesperson could use to close a sale.

In part (a) candidates were required to outline how a professional salesperson would use a special offer technique to close a sale.

In part (b) candidates were asked to provide a brief outline of two other techniques used to close a sale and provide relevant examples.

In part (c) candidates were asked to outline the correct procedures involved when taking a special order.

Best responses

The best responses clearly outlined and explained the concept of a special offer in part (a) and reinforced this with a relevant example.

In part (b) these responses clearly outlined two techniques other than a special offer and showed how these techniques could be used to close a sale. These responses were reinforced by specific retail examples.

In part (c) of these responses candidates clearly showed an understanding of the stages involved in taking a special order and presented a comprehensive list of procedures in a logical sequence.

Poor responses

These responses were unable to outline the special offer technique or give relevant examples, usually confusing it with other close-of-sale techniques. They were also unable to outline any relevant techniques related to how to close a sale. They often quoted passages from the stimulus video or gave examples of a special offer, contrary to the instructions in the question.

In part (c) candidates simply gave a general description of a sale and showed little comprehension of the procedures required to take a special order.

Question 2 (2 marks)

This question required candidates to state two signals that indicate when a customer is ready to buy.

Best responses

Excellent responses gave examples of questions the customer could ask, eg ‘Can I use my credit card?’ or ‘Would you hold this item until next week?’, or listed specific customer actions such as reaching for his/her wallet. Candidates needed to communicate more than one non-verbal cue to indicate that the customer was ready to buy. Examples included touching the merchandise frequently and smiling when they see the product.

Poor responses

Below average responses listed very general buying signals such as trying the merchandise on or making eye contact with the sales person or asking questions about the merchandise. These do not always indicate that the customer will buy the product. Non-verbal communication such as admiring the product is not significant by itself to warrant being classified as a buying signal.

Question 3 (6 marks)

This question examined the payment options ‘lay-by’ and ‘in-house credit’. Part (a) required candidates to outline a situation where it would be appropriate for a professional salesperson to suggest a ‘lay-by’ payment option. Part (b) required candidates to have a clear knowledge of in-house (in-store) credit and its importance to the retailer.

Best responses

In these candidates explained how a professional salesperson could assess the situation and meet the customers’ needs. Many gave examples such as:

- when the customer is unsure or hesitant about closing the sale;
- price objection – too expensive, can’t afford the merchandise;
- time objection – do not need the merchandise now;
- when the customer is buying large purchase items.

In part (b) (i) candidates gave a clear explanation of in-house (in-store) credit and gave examples of stores that use these specific cards such as David Jones, Grace Bros.

In part (ii) the best responses gave a good explanation or clear examples of the benefits of in-house (in-store) credit to the retailer, including:

- a good image for the store;
- increases customer loyalty;
- it encourages sales and impulse buying;
- facilitates the keeping of a database of customers which could then be used for marketing;
- improves security as there is less money in the register.

Poor responses

Below average responses defined lay-by or the processing of a lay-by rather than indicating when it would be appropriate for a salesperson to suggest the lay-by option. Some candidates wrote from the customer’s point of view. These responses did not indicate when the salesperson could suggest lay-by as a payment option.

In part (b) (i) candidates had difficulty in differentiating between in-house (in-store) credit and credit notes, refunds, gift vouchers and store money.

In part (ii) these candidates explained the process of store credit rather than relating its benefits to the retailer. Other candidates gave examples that benefit the customer rather than the retailer.

Question 4 (5 marks)

This question required candidates to list three follow-up techniques and four examples of extra services used by retail outlets to increase sales.

Best responses

The best responses clearly showed an understanding of follow-up techniques that included a personalised communication with the customer, resulting in an increase in future sales. Examples included:

- keeping customer record cards or database;
- a personalised newsletter or brochures;
- after hours’ opening for regular customers;

- sending a letter or invitation or telephoning customers;
- offering discount cards or vouchers or specials to customers in the future.

In part (b) these responses showed a clear understanding of extra services offered by retail outlets as opposed to general services. Examples included:

- banking or insurance facilities
- travel or entertainment bookings
- providing a coffee shop
- dry cleaning facilities
- beauty or hairdressing or pharmacy outlets
- playground for children
- free curtain-making or free alterations.

Poor responses

Poor responses listed techniques without any explanation of how these could increase future sales. They also listed facilities offered by retail outlets such as change rooms, public amenities, credit facilities and a canteen or related the services to sales techniques such as demonstrating the product.

Question 5 (4 marks)

This question gave the following scenario. *After purchasing an expensive glass vase as a gift, Kim was disappointed to find that it was cracked.* The question had 3 sub-parts.

Part (a) – Briefly describe how a point-of-sale operator could have prevented this situation from occurring. One mark was awarded if candidates suggested either:

- an inspection of the vase before placing it in the box
- careful wrapping of the vase.

Part (b) – Briefly outline the circumstances that entitle Kim to a refund. Two marks were awarded if candidates outlined:

- not fit for the purpose
- not of saleable quality
- legal entitlement.

One mark was awarded if candidates suggested the following:

- receipt only
- the product was faulty/broken before it left the store
- the store should have checked the vase.

Part (c) – State the relevant legislation that deals with this situation. One mark was awarded for the following:

- Sale of Goods Act
- Trade Practices Act, 1974
- Fair Trading Act, 1987.

No marks were awarded for candidates who wrote in general terms about legislation for Total Quality Management, the Consumer Affairs Act, the Consumer Protection Act, or the Goods and Services Act.

Question 6 (4 marks)

The question required candidate to identify qualities that make for good customer service.

In part (a) candidates were asked to list two factors that make customers unhappy with service.

In part (b) they were required to give a brief description of one effect of poor customer service on customers and one effect on staff.

Part (b) (ii) of the question was generally poorly answered. Candidates related poor customer service to profit or loss for the retailer rather than as a consequence for the individual sales assistant concerned.

Best responses

In part (a) these responses clearly identified specific incidences of poor service relating to staff personnel. These included:

- inefficiency or poor staff training;
- long delays or slow service or no service;
- lack of product knowledge;
- unfriendly, arrogant or rude staff;
- failure to greet or acknowledge the customer.

In part (b) (i) the best candidates clearly understood how customer service affects the customers and their future patronage of the retail outlet, suggesting that:

- customers would either not return or not buy the merchandise;
- they would complain or be annoyed or angry;
- customers would feel dissatisfied or feel rejected;
- customers would tell their friends or relatives of their dissatisfaction and this would affect the reputation of the store.

In part (b) (ii) candidates clearly showed an understanding of the possible consequence for the individual sales operator including:

- loss of job or promotion;
- failure to meet sales targets or commission;
- loss of customers which leads to loss of sales that may lead to loss of jobs;
- loss of reputation or credibility for the sales people and the store.

Poor responses

These candidates had difficulty in distinguishing between dissatisfaction with service offered and product-related dissatisfaction, eg the layout of the store was poor. They failed to refer to poor customer service and its effect on the customer. These responses often quoted passages from the video rather than incorporating relevant aspects of the syllabus. Poor responses also failed to identify any relevant effect on the sales operator, eg some candidates suggested that customers would complain or that staff would be dissatisfied as a result of one person's actions.

Question 7 (2 marks)

This question required candidates to outline the correct procedures for housekeeping at the point-of-sale area.

Best responses

In these responses candidates clearly showed knowledge of point-of-sale and they were able to present a comprehensive list of why strict housekeeping procedures are necessary for the successful operation of a business. These included:

- customers' impressions
- safety
- store image
- staff presentation
- decrease in shrinkage
- stock well displayed increases impulse buying
- accuracy of transaction.

Poor responses

Poor responses failed to distinguish between general housekeeping and that specific to point-of-sale as specified in the question.

Question 8 (2 marks)

Candidates were required to suggest two ways in which a professional salesperson could give personalised service to a customer, and to explain how such service reflected the importance of the customer to the business.

Best responses

These responses clearly outlined extra or additional services and explained how these procedures are personalised for the customers. As a result of such a response the candidate was able to demonstrate that, in this situation, the customers felt greater satisfaction with their shopping experience and were likely to return to that business.

Poor responses

Poor responses simply gave examples of everyday customer service procedures but were not able to show how these procedures could be viewed as extra or additional personalised services.

Question 9 (3 marks)

This question required candidates to describe how offering vouchers, suggesting add-ons and giving product demonstrations could lead to an increase in sales for a business.

Best responses

These responses outlined appropriate situations, and described how each of the techniques could be used in the specific situation to increase the sales.

Poor responses

Many of these responses simply gave examples of each of the procedures without outlining how they could be used to increase sales. Other poor responses did not show any knowledge of the procedures provided in the question.

Question 10 (4 marks)

In this question candidates needed to show their knowledge of mark-up and how it affects store profits. Candidates also need to know about costs to the retailer and how to minimise them.

In part (a) candidates were required:

- (i) to define mark-up, and
- (ii) to explain the effect of turnover on mark-up.

In part (b) candidates were required to list strategies that the retailer could use to reduce costs.

Best responses

These responses showed a clear understanding of the term 'mark-up' often including the retail-specific terms of 'cost price plus mark-up is equal to sale price'. They also demonstrated a clear understanding of the link between mark-up and turnover, suggesting that when mark-up is reduced, profits are reduced initially, but, because, of the cheaper price of merchandise for sale, turnover ultimately increases. Further, these responses clearly demonstrated knowledge of the numerous strategies used for reducing costs relating to stock, personnel, transport and wastage. Strategies included:

- finding cheaper suppliers or buying in bulk;
- reducing wastage;
- good stock control or just-in-time or first-in-first-out;
- reducing shrinkage or theft by introducing mirrors;
- reducing staff which will reduce wages;
- reducing transport costs or delivery costs;
- limiting the telephone calls or turning off lights;
- introducing total quality management;
- reducing packaging and gift wrapping;
- introducing technology, eg scanner, computers which will reduce personnel.

Poor responses

In these candidates were unable to define the term 'mark-up' and gave examples only. Other responses often confused the terms 'cost price' and 'sales price'. They were also unable to demonstrate a clear understanding of the terms, eg 'profit' and 'turnover'.

In part (b) candidates listed similar strategies such as good stock control and introducing just-in-time management, or they gave general answers such as 'cut costs' or suggested that the retailer should have a sale. They had difficulty in linking costs to maintenance of profit.

Question 11 (10 marks)

In this question candidates were asked to discuss the importance of effectively handling customer complaints as part of providing good customer service. The discussion focused on the main types of customer complaint, the reasons why businesses encourage dissatisfied customers to complain, and the key methods used for handling such complaints.

Best responses

The best responses clearly outlined and discussed the types of customer complaint, providing a comprehensive discussion of the key methods for handling them effectively.

They also demonstrated how such complaints could be used by the business to improve customer services, and how this related to improving future business success.

Average responses

The average responses outlined and discussed the types of customer complaint. In these candidates provided a general description of why businesses encourage customer complaints but are unable to identify the long-term consequences to the business of effectively handling these complaints. These candidates provided a limited discussion of the key methods for handling customer complaints.

Poor responses

These responses failed to address all parts of the question. Some candidates misinterpreted the question and provided inappropriate discussions on the types of customers that complain, eg timid, intimidating, or they addressed types of customer objections, eg price, time, merchandise. Other candidates simply listed examples of customer complaints. They also introduced irrelevant material and were unable to draw conclusions supported by appropriate retail specific examples.

Written Examination

Section I - Core

Multiple Choice (15 marks)

General Comments

On the whole candidates did well in the multiple choice questions. Question 15 proved the most challenging, each alternative stated a form of discrimination, but only alternative D could be classified as a 'legal' form of discrimination.

Correct Answers

Question	Answer	Correct (%)	Question	Answer	Correct (%)
1	B	90	9	C	72
2	D	60	10	C	52
3	D	50	11	B	88
4	A	84	12	A	90
5	C	62	13	A	61
6	D	51	14	B	43
7	B	62	15	D	27
8	A	71			

Section I - Core

Short-response Answers

Specific Comments

Question 16 (9 marks)

This question was answered well; many candidates, however, confused business expansion with career progression.

Vertical Integration occurs if a corporation joins with a supplier of its raw materials (backward integration) or a seller of its products (forward integration).

Horizontal Integration occurs if corporations in the same line of business, operating at the same level of production, join together.

Diversification occurs if a corporation joins with another corporation operating in a totally different field.

Range of Accepted Responses

Vertical Integration

- A business expands by taking over a firm in a related industry.
- This means that you expand your business through buying the production process and the selling process.

- Vertical integration is achieved when a firm expands its business into a related business that could be in a different industry, eg A wool producer might buy a woollen mill.
- A firm expands by moving into an area that is related to its prime function.

Horizontal Integration

- A business expands by taking over a firm in the same industry.
- Horizontal integration is opening more of your stores in different locations.
- Horizontal integration occurs when a firm expands its business in the same industry, eg a food store may buy another food store and start a chain.
- A business expands by taking over firms that have the same prime function.

Diversification

- A business expands by moving into industry areas that are unrelated.
- Diversification occurs when a business expands into a totally different area of expertise, eg a food store may purchase a clothing store.
- A business expands by taking over firms whose prime function is unrelated to its current interests.

Question 17 (7 marks)

General Comments

Candidates were asked to name a product/service from the focus industry then list two markets for the nominated product/service. The third part of the question asked candidates to outline method(s) of adding value to the nominated product/service.

The product or service nominated in part (a) should have been from the candidates' focus industry. Often the choice of the product/service determined the level of success at which candidates were able to complete the question. Some gave categories of products/services that were too general, while others stated brand names or corporate enterprises, eg McDonald's. This was not accepted. Similarly, the markets outlined in part (b) needed to relate to the nominated product/service. Many candidates gave very generic markets that were similar in nature. Candidates needed to be specific about where/to whom the product or service could be marketed. In addition, they should have related the concept of value-adding to the nominated product/service. Some candidates could list a range of methods of adding value; others discussed one or two methods in detail.

Specific Comments

Best responses

In these responses candidates were able to identify a product or service from their own focus industry. They linked this product/service to two clearly identifiable markets, eg accommodation (service) marketed to business people at a two-day live-in conference, and family holidays limited to a strict budget. The better responses were able to explain at least two methods of value-adding. Some of these better responses discussed only one method, but demonstrated a clear understanding of value-adding and were therefore awarded full marks in this section. Alternatively, some of the responses successfully gave an extensive list of methods.

Average responses

Candidates were generally able to state a product/service relative to their focus industry. They tended, however, to state two markets similar in nature, eg age segment– teenagers and the elderly. Some candidates were able to identify only one correct market for the nominated product/service. Average responses gave only one or two methods with a general explanation.

Poor responses

The poorer responses were unable to state two markets and/or relate them to the product/service identified in part (a). Some listed two markets from the same segment. Many were unable to identify a product or service from their focus industry. They failed to demonstrate a clear understanding of value-adding or to list a number of methods or to explain one method clearly. Some candidates could mention only one point that was unrelated to the product/service nominated in part (a).

Question 18 (7 marks)

General Comments

Here candidates were asked to outline the difference between an award and an enterprise agreement.

It is cause for concern that a number of candidates who responded to this question lacked knowledge of awards and enterprise agreements, in spite of the significance of this area in the coursework and the frequency with which it has been examined in past years. The responses that referred to an award as being a reward or certificate for good work, or those that indicated that an award comprised the roles and responsibilities of an entry-level worker were inappropriate. Many candidates were able to define an award and target specific elements covered in this legal document. Knowledge of enterprise agreements, however, was somewhat limited.

Specific Comments

Best responses

In these candidates were able to give a definition of an award and an enterprise agreement, which were supported with examples, and with specific elements of an award and enterprise agreement being given. Many of these responses identified the parties involved and the negotiation process. Their knowledge of enterprise agreements was very good and they identified details such as: duration of the agreement, conditions not less than the award, the majority rule, and promotion of better working conditions and productivity.

Average responses

In these candidates defined an award and gave limited examples of wages and conditions. Frequently, such responses lacked knowledge of enterprise agreements and the process involved in forming an agreement in the workplace. Similarly, some candidates in this group possessed a good level of knowledge of an enterprise agreement, but limited their discussion of awards.

Poor responses

The poorer candidates had very little knowledge of an award or an enterprise agreement, dealt only with part of the question, and often confused the factual information concerning these agreements. Frequently, their responses referred to roles and responsibilities, as opposed to working conditions, or portrayed the award as being for entry-level workers and an enterprise agreement for management levels.

Section I - Core

Extended-Response Answers

Question 19 (16 marks)

General Comments

In this question candidates were required to assess the strengths and weaknesses of partnerships, public companies and franchises. They were also asked to illustrate their answers with examples from their focus industry.

In general it was found that the responses to the strengths and weaknesses of public companies covered the weakest area. It was clear that many candidates did not have sufficient depth of knowledge of this area to answer the question adequately.

Commonly mentioned strengths necessary for a partnership included shared decision-making, more than one person contributing to the capital, more ideas/shared decision-making, easy to set up, and tax benefits. Commonly mentioned weaknesses for a partnership included unlimited liability, shared profits, disagreements between the partners, loss of control by individuals, and no perpetual succession.

Frequently mentioned strengths of a public company included the availability of more capital through share issue, perpetual succession, limited liability, tax benefits (company tax rate) and management by board of directors (expertise). Frequently mentioned weaknesses included many government regulations, expensive/complicated to set up, owners not having direct control, and inflexible decision-making.

Strengths of franchises identified included the use of successful processes and products, advice available from the franchiser, shared marketing/advertising costs, and established image/market/goodwill. Weaknesses identified included the restriction on products/suppliers/processes/menu, and the large fees payable to the franchiser.

Specific Comments

Best responses

Excellent responses gave multiple strengths and weaknesses for each type of business ownership and generally gave a definition/explanation of each type of business ownership. Issues such as liability, source of capital, decision-making and control, profit-sharing, perpetual succession, setup requirements, tax implications and efficiency were correctly identified as being either a strength or weakness for the appropriate type of ownership. These respondents generally gave one or more correct examples of each type of business ownership, although not always from their focus industry.

Average responses

Average responses discussed the general strengths and weaknesses of public companies but did not provide much detail as to how each was either a strength or a weakness. Many of these responses attempted to describe only two types of ownership, but discussed them in some detail. Some confusion over private company size and public company size and/or public enterprise was evident in these responses although some valid points that applied to a public company were still made.

Poor responses

Poor responses discussed the features of one or two of types of business ownership but failed to indicate the features as being either strengths or weaknesses. Other respondents did not draw valid conclusions from the features they had identified.

Marking Guide for Question 19

Band	Range	Description
A	14-16	<p>A factually correct explanation/definition of each type of business ownership.</p> <p>Answers all parts of the question.</p> <p>Gives multiple factually correct strengths and weaknesses for each type of business ownership. These responses tend to use an explanation to address strengths and weaknesses.</p> <p>Note: Some attempt to use examples of each type of business ownership may be made for one or more business ownership types, but not necessarily from the focus industry.</p>
B	12-13	<p>May start with a definition/explanation of each type of business ownership.</p> <p>Multiple strengths and weaknesses described, however some may be factually incorrect or others are not always correct but may be correct under some circumstances.</p> <p>Makes an attempt to use example(s) of partnership, public company and/or franchises.</p>
C	7-10	<p>Definition/explanation of type of ownership may be given but features are usually not classified as being strengths or weaknesses.</p> <p>General list of strengths/weaknesses included but not explained in detail.</p> <p>May describe two types of ownership well or all three types with only general coverage.</p> <p>Many of the strengths/weakness may be factually incorrect.</p> <p>Not identifying clear/main strengths/weaknesses for each type of ownership.</p>
D	4-6	<p>Very limited discussion of features/characteristics of types of business ownership.</p> <p>Inconsistent links between strengths and weaknesses and the content given in the response.</p> <p>May deal with only one or two types of ownership.</p>
E	0-3	<p>Answers on only one type of ownership.</p> <p>Very little factual data.</p> <p>Much incoherent and/or irrelevant material.</p> <p>Re-statement of the question.</p>

Question 20 (16 marks)

General Comments

This question asked candidates to propose a plan for LO-FIN TRAINING to help reduce its lost-time injury statistics. Candidates were required to discuss the composition and major function of a safety committee. Additionally, they were required to discuss issues regarding the rehabilitation of injured workers.

The factual information required in this answer fell into three parts. This included:

- The composition of an Occupational, Health and Safety (OHS) committee. Candidates were required to identify the ratio of employee to employer/management, and the employer's legal responsibilities, eg how and when to establish an OH and S committee.
- The duties of an OH and S committee include:
 - hazard identification through workplace inspections and safety audits
 - hazard control to fix or eliminate problems
 - provision of general training/information to the staff on OH and S matters
 - provision of protective equipment/first aid kit/signs/barriers, etc.
- The requirements of a rehabilitation program. Commonly mentioned points included establishing an accident reporting system, monetary compensation, providing insurance, retraining staff after an injury and provision of light duties for an injured worker.

Candidates were required to apply their knowledge of these areas to the LO-FIN Company and to give relevant examples. A common mistake made by a number of candidates was the assumption that LO-FIN was a gym of sorts and they referred to correct warming up and cooling down techniques to avoid muscular strain.

Specific Comments

Best responses

These responses gave a clear introduction to the rationale/background to OH and S. In them candidates were able to identify the relevant Acts and/or to propose a plan for LO-FIN, and to outline a number of points regarding:

- the composition of a committee, eg a committee is formed where there are 20 or more employees in a workplace, and there should be a greater number of employee representatives than management /employer representatives.
- the duties of a Safety Committee. Duties included hazard identification, control, training, and evaluation.
- the requirements pertaining to rehabilitation.
- the establishment of a rehabilitation program, establishing an accident reporting scheme, providing compensation and insurance, and retraining staff, facilitating light duties.

All aspects of the question were addressed competently and several points were given for each aspect. Additionally, the better responses referred to the LO-FIN TRAINING Company and gave examples in support of their statements.

Average responses

Average responses varied in the amount of detail given. Candidates either discussed the composition and duties of a safety committee extremely well, but lacked detail in the rehabilitation aspect of the question, or discussed the rehabilitation aspect and duties of the safety committee but did not outline the composition of such a committee. Some knew the details of the OH and S Act, the composition of a committee, and the requirements of rehabilitation, but did not refer to the duties of the safety committee. At the lower range of the average responses, candidates were able to give a skeleton response regarding each aspect of the question.

Poor responses

Candidates in this category were able to give only one or two points on any aspect of the question. They lacked specific knowledge and usually introduced irrelevant material. Some believed that this question was referring to a gymnasium and discussed the physical training of athletes.

Marking Guide for Question 20

Band	Range	Description
A	14-16	<p>Includes a scholarly/clear introduction on the aim of OH and S and proposes a plan for LO-FIN to implement.</p> <p>Gives a wide range of factually correct information regarding the composition of an OH and S committee.</p> <p>The duties of the OH and S committee were discussed and examples were given to show how this could apply to the LO-FIN training firm.</p> <p>A rehabilitation program was established including an accident reporting system, monetary compensation, insurance, retraining of injured staff, and/or introduction of light duties.</p> <p>All aspects of the question were addressed thoroughly.</p>
B	11-13	<p>The top responses here were factually correct and attempted to deal adequately with all parts of the question. They were unable to deal with one of the areas of the question as thoroughly, however, as the best answers.</p> <p>The mid-range 'B' responses reflected a general understanding of the entire question, but did not give many examples related to LO-FIN, nor enough factually correct data. They addressed one area of the question particularly well.</p> <p>The low 'B' responses gave factual, basic information without thoroughly explaining all parts of the question.</p>
C	7-10	<p>Demonstrated a good understanding of subject, but could not address one area of the question; ie. the candidate did not address the composition or the duties of an OH and S committee, or the rehabilitation of an injured worker.</p> <p>Few relevant examples.</p> <p>Inability to apply facts to the LO-FIN training firm.</p> <p>Some incorrect data.</p> <p>Some candidates were able to discuss only one aspect of the question, but gave a lot of detail and examples in relation to this aspect, eg the duties of an OH and S Committee.</p>
D	4-6	<p>Statement of a fact pertaining to one or two aspects of the question.</p> <p>No relevant examples.</p> <p>Restatement of the question with a token relevant point.</p> <p>Lack of specific or applied knowledge.</p>
E	0-3	<p>Irrelevant material.</p> <p>Non-attempts.</p>

Section II - Hospitality Strand (30 marks)

Question 1 (4 marks)

General Comments

Many candidates appeared to experience difficulty in reading and interpreting the questions. They had problems with higher level terminology such as: 'describe', 'justify', 'with reference to' and 'outline'. Often candidates did not read the whole question carefully and therefore 'went off on a tangent'.

Candidates were required to detail the use, care and safety requirements of a small mechanical piece of equipment and large scale fixed equipment commonly found in a commercial kitchen.

On the whole candidates showed a good understanding of the equipment itself but had difficulty in classifying it. This may be a reading problem, with candidates making assumptions about the requirements of the question before they finish reading. Many had difficulty in identifying a range of safety instructions. A number of candidates incorrectly suggested 'Keep away from children' as a safety instruction.

	Small mechanical equipment	Large scale fixed equipment
Item	Robo coupe/food processor	Industrial range/oven – gas
Use	Slice, grate, grind, process, purée and mix foods	Cook, bake roast, braise, boil and steam foods
Care/cleaning/storage	Avoid inserting metal objects – protect blades; wipe outside clean with a soft cloth; wash blades and bowl in hot soapy water at 70°C+. Ensure blade cavity is clean. Lock base and lid in place, put on non-slip surface. Store out of the way, eg cupboard.	Regularly remove trivets and wash both them and surrounds. Occasionally dismantle and thoroughly wash all parts to remove all soils especially oil-based ingredients. Clean up any spills.
Safety instructions for use	Be familiar with use – read instructions. Use only plunger supplied. Ensure base and lid are properly locked, do not fill above fluid line. Switch off power for cleaning and when not in use.	Leave pilot on. Turn pilot off for cleaning. Do not leave food, utensils etc. unattended; saucepan handles should not extend into walkways. Follow personal hygiene requirements. Use gloves when using oven cleaners.

Specific Comments

Best responses

These responses provided detailed answers in each section, giving a minimum of two points for safety. Many used the Bratt/tilt pan as their large equipment item. Experience and, therefore, familiarity with the equipment was obvious with these answers.

Average responses

Here candidates identified similar types of equipment with variations in scale, eg small mixer and the Hobart mixer or more frequently discussed the oven/ range as their item of fixed equipment. The suggestions for use were simple, eg mixes food; cooks food. They had more difficulty with the last two sections of the question and tended to give either very general responses for both items, eg wash and dry after use or could identify only one basic safety instruction, eg turn off after use.

Poor responses

These candidates often made poor choices of equipment, eg knives and stove (domestic by description) or identified the same piece of equipment for both items. They left sections unanswered or wrote answers that were not relevant.

Question 2 (6 marks)

General Comments

This question was in two parts. Part (a) required the identification of six parts of the digestive system in the correct order. In part (b) candidates had to describe the digestion, absorption and release of energy for fat, protein or carbohydrate.

This was a basic knowledge question that should have been answered better than it was. In part (a) candidates were confused with the complexity of the digestive system and often did not know the correct order namely:

- Mouth
- Oesophagus
- Stomach
- Duodenum
- Small intestine
- Large intestine.

Many had difficulty with the multiple terms that could be used to refer to the large intestine; some listed large intestine, colon and bowel separately in their answer.

In part (b) the nutrient being discussed was often not identified. Candidates confused the various enzymes and the function of bile salts. The release of energy was discussed poorly and those who tried to state energy values for nutrients were often incorrect. The majority could identify the small intestine as a site for absorption, but few could provide any detail.

Specific Comments

Best responses

These responses showed knowledge of the process of digestion. They identified some enzymes, eg lipase, amylase and proteases, as well as sites for absorption, while a general, often very generic view of the release of energy was presented. A good response for 'fat' is listed below.

- Mouth: Fat chewed and mixed with saliva – mechanical digestion.
- Oesophagus: Fat moved via peristalsis – mechanical digestion
- Stomach: Fat acidified with gastric juices and lipases to start chemical digestion.
- Duodenum: Bile from the liver/gall bladder emulsifies fats and lipase from the pancreas continues chemical digestion.

- Small intestine: Chemical digestion continues, with the fats being converted into fatty acids and glycerol. These are absorbed through the lacteal of the villi into the lymphatic system.
- Fats are a concentrated source of energy providing the body with 37 kJ/gm.

Average responses

Here candidates showed knowledge of the order of digestion of a nutrient and, in their answers, used basic terminology. Some showed quite a good knowledge of the process but were confused with the actual digestion of the specific nutrient selected. A commonly stated error was that bile was required for the digestion of carbohydrates. Some of these responses indicated products that result after breakdown.

Poor responses

These candidates could identify the role of the mouth and possibly the fact that fat is an excellent source of energy. Many really did not discuss digestion but wrote about either *The Australian Dietary Guidelines* or the nutrient itself. They had difficulty in adequately naming six parts of the digestive system and had no concept of their order.

Question 3 (12 marks)

General Comments

Part (a) of this question required the candidates to name and briefly outline the four logical steps of workflow planning.

In part (b) the candidates were asked to complete the following table.

<i>Task 1: Chopped Parsley</i>	<i>Task 2: Crumbing</i>
Pick leaves from stems	Prepare food item to be crumbed
Wash in a bowl of water	Prepare egg wash. Cover food item in flour.
Chop finely	Dip in egg-wash
Wash	Cover items in crumbs
Squeeze dry	Store covered on a plate and/or in refrigerator

Part (c) required the listing of four important team skills in the hospitality industry.

Many candidates misunderstood what was required in part (a) and, instead, listed a workflow sequence that applied to the preparation of food – from the collection of ingredients and equipment right through to the serving and garnishing of the meal. The workflows given varied in detail.

Part (b) was answered well as candidates had a working knowledge of the process of cutting parsley and crumbing food.

In part (c) the majority of candidates could list 3–4 team skills such as cooperation, initiative, motivation, enthusiasm, flexibility, good communication, reliability, punctuality, honesty, confidence, diligence, involvement, conscientiousness, willingness to assist and take direction etc. Some candidates inappropriately listed from an executive perspective leadership qualities essential to the hospitality industry.

Specific Comments

Best responses

Candidates were able to list four logical steps in workflow planning (logical sequence, organisation, time constraints and cooperation). Another approach (or interpretation) was to provide a well explained workflow (ordered sequence of events in food preparation), incorporating some or all of the four logical steps in their outline. In part (b) candidates fully understood the concept of workflow planning and gave a well-sequenced order of preparation for parsley and crumbing. For the parsley workflow, candidates included key words such as washing, removing stems and stalks and drying. For the crumbing workflow, the better candidates included storage recommendations, eg placing crumbed items onto plate, covered in cling wrap, then into a refrigerator. In part (c) these candidates attempted all responses and listed 3–4 relevant team skills.

Average responses

Here candidates provided a general sequential workflow and may have included 1 or 2 logical steps in their outlines. They did not include key words in part (b), eg washing, removing stems and stalks and drying (for parsley) and storage recommendations for crumbing. Candidates listed 1 – 2 relevant team skills in part (c)

Poor responses

In these, candidates provided an extremely basic understanding of a workflow, usually out of sequence and incomplete. There was no reference to the logical steps. Workflows in part (b) were out of sequence, eg in crumbing, egg wash was placed before the flour stage. A poor response did not list any relevant team skills for part (c). These responses were vague and confused.

Question 4 (8 marks)

General Comments

Candidates were required to outline briefly three changes that could be made to the ‘Cheesy Beef Lasagne’ recipe to cater for a person with health problems associated with excessive fat intake.

CHEESY BEEF LASAGNE

(serves 6)

500 g packet of lasagne pasta

600 g ricotta cheese

3 eggs (55g each) lightly beaten

60 g cheddar cheese

Meat Sauce

40 ml oil

300 g small diced onion

1.5Kg minced beef

500g can tomatoes

125ml dry red wine

5g salt

White Sauce

40 g butter

35g plain flour

500ml milk

5g salt

Specific Comments

This question was answered well, as candidates understood the concept of reducing fat in a recipe. Some candidates tried to address other health issues inappropriate to the question, eg omit salt.

Best responses

Candidates were able to suggest three or more ways of reducing the fat content of the Cheesy Lasagne recipe. They were able to change food types, eg Use skim milk instead of whole milk, use light cheese instead of cheddar cheese, use 'lean gourmet' mince instead of normal mince, use low fat ricotta instead of normal ricotta cheese. They were also able to replace the saturated fat (in butter) to polyunsaturated fat types etc. Other changes involved changing the cooking method, eg Drain fat from meat, cook in a Teflon pan, use cooking spray, add more vegetables and less meat. Candidates also suggested reducing the amount of fat, eg reduce the amount of ricotta cheese and use egg whites only.

Average responses

In these responses candidates were able to provide 1 or 2 ways of reducing the fat content of the recipe. However, irrelevant data was often included, eg omit the salt and red wine, change the lasagne sheets to wholemeal lasagne. Some candidates misinterpreted the question, suggesting making the recipe 'healthier'.

Poor responses

Candidates often provided incorrect information, eg using 'low fat' oils, or they drastically changed the proportions of ingredients in the recipe.

Section II - Metal and Engineering Strand (30 marks)

General Comments

A significant number of candidates in this strand appeared to have difficulty with basic calculations. This resulted in the loss of marks in Question 2. Although the questions relating to the drawing were well within the parameters of NBB12, many candidates were unsure of the symbols used and the correct interpretation of views and dimensions in drawings.

Question 1 (10 marks)

Specific Comments

Part (a) related to the interpretation of the Machinist's Jack drawing. Many candidates appeared confused over the type of drawing as the responses 'assembly', 'detail assembly' and 'orthogonal' were common. A number did not correctly interpret the 3rd angle projection symbol.

In part (iii) of the question few candidates were able to state all five dimensions correctly, the most common errors being with the radii and chamfer. In responses where basic mathematical calculations were required, many candidates were unable to provide the correct answer. Some were unaware of the meaning of the term '1 off' or that the abbreviation for Cast Steel is C.S.

In part (b) many candidates named the tool rather than the process. Most could state the use for each process, although spotfacing and its use were not well understood.

In part (c) very few candidates were able to determine accurately the correct reading on the vernier calliper scale.

Part (d) was generally well answered, as most candidates knew the names of the tools. The descriptions of the use of each were acceptable but not as clear as could reasonably be expected of senior candidates.

Question 2 (8 marks)

Specific Comments

In part (a) (i) a number of candidates had problems in correctly determining the height of the base by adding the radius to the centre height. Candidates had no difficulty in part (ii), listing the tools and giving an explanation of the procedure for marking out the hole positions in the base. The range of explanations was, however, very diverse, with many candidates including the drilling of the holes. Part (iii) of the question was either not attempted or not adequately answered by a substantial number of candidates. Few had a clear understanding of the process involved in producing the threaded hole or were unable to explain this process clearly. Candidates were generally able to list the tools which would be required to mark out the position and drill the hole but then became vague about the thread tapping stage of the process. Very few included centre drilling, drilling of a pilot hole, selecting the correct tapping drill based on the pitch of the thread and producing the thread using taper, intermediate and plug (bottoming) taps.

Part (b) was generally well answered, however only a few candidates were able to identify correctly or list applications for the Electric Shears. Responses ranged from Jigsaw to Nail Gun. This was the only power tool with which candidates had major difficulty.

In part (c) the majority of candidates were able to respond correctly to the questions and demonstrated a clear understanding of the dangers associated with the use of an electric angle grinder.

Question 3 (12 marks)

General Comments

Geometric Construction.

49% of candidates attempted this question.

Less than 1% of the candidates who attempted this question were able to construct centres of radius for the R20 and R12 radii correctly. None marked limit points of radii on these two sections and very few were able to construct the drawing using accepted geometric construction methods for angles as required by NBB12. Some candidates confused diameter with radius and produced holes of 20mm diameter rather than 10mm. This also applied to the width of the curved slot on the link arm. None of the candidates drew in centre lines in accordance with AS1100. The quality/standard of the drawing equipment used by the candidates and which resulted in poor accuracy and line work was cause for concern. A few candidates appear to have misunderstood/misread the question as attempts were made to produce a freehand drawing of the conveyor link.

Best responses

These responses demonstrated a clear understanding of the principles of geometric construction, with accurate line work and clear construction.

Average responses

Those who produced average responses were, in the main, able to complete the construction of the link but had difficulty with the finer detail of tangency, angles and line work. Construction methods were generally good.

Poor responses

Those who had difficulty with this question confused diameter with radius, used poor line work and general lack of accuracy in their construction, which was generally poor.

Question 4 (12 marks)

General Comments

Freehand Orthogonal Drawing

This question was attempted by 29% of candidates.

The responses to this question indicated that a substantial number of candidates understand the concept of orthogonal drawing but are unclear of the layout for 3rd angle projection. Many either did not understand or did not read and interpret the question correctly as there were responses which presented an end view instead of a front view as indicated in the isometric view provided in the question. It was apparent that a number of candidates did not draw the views freehand but used a rule and then drew over the lines to make it appear that the drawing was freehand. Very few used the correct construction methods to draw radii and circles; it was evident that, in many, a compass had been used. Many candidates did not use the centre line provided on the answer sheet for the centre of the counterbored 10mm diameter hole. Dimensioning was very poor, with very few candidates being able to demonstrate the correct method of dimensioning a drawing to the requirements of AS1100. Very little care appeared to have been taken with extension and dimension lines and the dimensioning of the drawing.

Best responses

A good response was one in which the candidate accurately produced a freehand orthogonal drawing of the component in 3rd angle projection and where the top and front views were in line and on the correct centre. Dimensioning was acceptable and line work was even. Radii and circles were well constructed and accurate.

Average responses

Average responses showed that the candidates understood orthogonal projection and could correctly interpret what was presented in the question. Correct dimensioning, however, presented difficulty.

Poor responses

A poor response was one that indicated that there was little understanding of freehand drawing and 3rd angle projection. Candidates in this group appeared to have difficulty with the given concept and were unable to follow a basic construction process.

Question 5 (12 marks)

General Comments

Freehand Isometric Drawing.

This question was attempted by 22% of candidates.

A substantial number of those who attempted this question were able to provide responses of a good standard. Many appeared to have difficulty in the construction of the isometric radii and circles, and there was little evidence of correct construction technique being used for these elements of the drawing. Most candidates used the correct boxing-in technique for the construction of the main body of the drawing and the lugs. Generally the attempts at answering this question were good, with slightly over 50% presenting a good attempt at the question. It was evident that candidates used a rule for the setting off of lengths, while line work varied greatly in accuracy and quality.

Best responses

A good response was characterised by accuracy, neat and consistent line work and accurately constructed radii and circles.

Average responses

The average response indicated a clear understanding of what was required in an isometric drawing but lacked the skill and accuracy that characterised a good response.

Poor responses

Poor responses indicated that candidates in this category had very little understanding of the concepts associated with this form of drawing and little skill in construction and line work. They were characterised by no construction, inconsistent line work and absence of isometric radii or circles. An inability to identify the correct centre lines on which to construct the drawing was characteristic of responses in this category.

Section II - Retail Strand (30 marks)

General Comments

In general most candidates were able to follow the directive terms of each question. However, in answering Question 2, many failed to understand that a 4-mark question would require some detail in their answer. The majority were able to use appropriate retail terminology in answering the short answer questions, demonstrating the depth of their knowledge of this subject. Unfortunately, many failed to use these terms in the extended response.

Question 1

In this question candidates were asked to define the following terms: *active listening*, *customer loyalty*, *cooling off period*, *target markets*.

- (a) Active listening – demonstrating to the customer that you are listening to what he/she is saying by nodding of the head, paraphrasing, or other positive actions.
- (b) Customer loyalty – customers return to the store because they establish a relationship of trust/respect with the store.
- (c) Cooling off period – period of time whereby a customer can opt out of a contract/sale without penalty.
- (d) Target market – the potential group of customers to which all retail activities are directed in an effort to attract them.

Question 2

General Comments

This question asked candidates to outline two reasons for rotating stock and to list four in-store security methods.

Best responses

To gain 4 marks for part (a) candidates needed to identify correctly and explain two reasons for rotating stock. Acceptable reasons included obsolete lines, shelf life, removal of damaged stock, and good presentation.

To gain 2 marks in part (b) candidates needed to list four valid security methods. Acceptable methods included store detectives, closed circuit TV, security mirrors, electronic devices (eg tags, dyes), staff vigilance, and providing service.

Average responses

In part (a) candidates in this category were able to give only a general description relating to stock rotation. These candidates failed to give retail-specific terminology in answering the question.

In part (b) of this question these candidates were able to identify only 2 or 3 valid security methods.

Poor responses

In part (a) candidates were not able to provide any valid information for the rotation of stock and frequently referred to general housekeeping procedures.

In part (b) candidates were able to list only one or no valid security methods

Question 3

General Comments

This question asked candidates to state two ways in which merchandise can be classified. The question also asked candidates to outline one benefit of classification to the customer and to the salesperson.

Acceptable classifications included colour, size, type, brand and customer. Benefits to the customer included ease of discovery of products and the potential for comparative shopping. Benefits to the sales person included streamlining of housekeeping, easier to direct customers and making items that make good/bad sellers easily identifiable.

Best responses

Excellent responses correctly stated two ways in which merchandise is classified, including one benefit to the customer and one to the sales person.

Average responses

Average responses described merchandise classifications and made linkages to customers and/or salespersons.

Poor responses

Poor responses gave examples of products that could be classified together and made some comment on salespersons and/or customers.

Question 4

General Comments

This question was in three parts.

Part (a) asked candidates to identify four sources of product knowledge. To help with the answer, stimulus material showing an advertisement for a tropical fish package was provided.

Part (b) asked candidates to name an illegal selling practice from the information provided.

Part (c) asked candidates to give alternatives to the customer if stock had been sold out.

Specific Comments

In part (a), a large number of candidates provided product knowledge for the product in the stimulus material, rather than giving 'sources' of product knowledge. In comparison, parts (b) and (c) were relatively well answered.

Best responses

Excellent responses gave four distinct sources of product knowledge and used correct retail terminology to identify bait and switch, or false advertising. An alternative to stock's being sold out was clearly provided.

Average responses

The average candidates had difficulty in completing part (a), but gave good responses for parts (b) and (c).

Poor responses

The poorer candidates could not offer sources of knowledge in part (a) or use appropriate terminology in part (b) but could identify an acceptable alternative in part (c).

Question 5

General Comments

This question required candidates to discuss the techniques that a professional salesperson could use to deliver a sale. Candidates were asked to discuss, with examples, the methods of approach, the questioning techniques to be used, and the role of selling the features and benefits of a product in the selling process.

Specific Comments

Candidates experienced difficulty in discussing the role of features and benefits in the selling process, usually providing a generalised statement rather than showing a detailed understanding of their role in the selling process. Those who responded using a dialogue approach failed to demonstrate a detailed knowledge of the concepts being tested and usually introduced a large amount of irrelevant material.

Best responses

In the best responses candidates clearly discussed the role of each of these concepts and reinforced their discussions with viable, retail-specific examples. They were able to display a detailed knowledge of the selling process and to present this in a logically sequenced fashion. These candidates clearly identified and defined the following:

- three approaches – the greeting, the merchandise, the service approach
- three questioning techniques – open-ended, closed, reflective questions
- the role of features and benefits in the selling process.

They also identified and explained a variety of additional processes that could be used in delivering a sale. These commonly included:

- signals of when to approach customers
- add-on sales
- selling-up
- use of product knowledge
- offering alternatives
- dealing with customer objections
- recognising buying signals
- gift wrapping
- farewelling customer
- after sales service.

Average responses

The average responses tended to provide a more generalised coverage of the concepts being tested. Only one or two aspects in each area were generally discussed and many candidates failed to support their discussions with relevant, retail-specific examples. They often responded in a dialogue format that restricted their ability to display a detailed knowledge of the concepts being tested.

Some of these average responses were in 'case study' format, referring to the stimulus provided. In these candidates were able to display a knowledge of the concepts being tested, though they failed to provide a detailed discussion of the range of techniques that could be used by a professional salesperson in delivering a sale. They also failed to provide any additional processes that could be used in delivering the sale.

Poor responses

Poor responses failed to provide coverage of the concepts being tested. They presented only one alternative in each area or discussed only one of the three concepts outlined in the question. They rarely provided relevant, retail-specific examples and tended to introduce a large amount of irrelevant material. These responses often took the form of a conversation between a salesperson and a customer, which severely limited their ability to provide a detailed picture of the concepts being tested.