



L-Università  
ta' Malta

MATSEC  
Examinations Board



**Marking Scheme**  
SEC Retail Unit 1

**Main Session 2024**  
**11<sup>th</sup> May 2022**

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In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with the MATSEC Examinations Board when in doubt.

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Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks	Examples of expected answer
<b>K-1</b>			<b>4</b>		
	MQF 1: Name the main elements of the retail supply chain.	1a	1	Award 0.2 marks for each element named.	The student is expected to name the following <b>FIVE</b> main elements of the retail supply chain: <ul style="list-style-type: none"> <li>• supplier;</li> <li>• manufacturer;</li> <li>• wholesaler;</li> <li>• retailer; and</li> <li>• customer.</li> </ul>
	MQF 2: Outline the business process of retailing.	1b	1	Award 0.25 marks for each activity outlined in the business process.	The student is expected to outline the business process of retailing including its <b>FIVE</b> activities.  An example of an outline could be: The business process of retailing includes any four of these five activities, namely incoming good from wholesalers, breaking bulk, pre-sale service, service during sale, and after sale service.  Accept other valid outlines.
	MQF 3: Describe the different characteristics of products and services.	1c	2	Award 0.5 for each characteristic described.	The student is expected to describe <b>TWO</b> characteristics of products and <b>TWO</b> characteristics of services: product ownership, non-user participation in a product; product tangibility; service variability; service inseparability; service perishability.  An example of a description could be: Product tangibility is when products have a physical form and can be touched and seen before buying. A customer buying a product is able to handle, feel, smell and see the product.  Accept other valid descriptions.

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Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks	Examples of expected answer
<b>K-4</b>			<b>4</b>		
	MQF 1: Name different retail occupations.	2a	1	Award 0.25 marks for each retail occupation named.	The student is expected to name any <b>FOUR</b> different retail occupations, except store manager and sales assistant, from the following: delivery person; cashier; supervisor (or team leader); stock controller; warehouse supervisor; customer service representative; or stacker.
	MQF 2: Identify the skills required by different retail occupations.	2b	1	Award 0.2 marks for each skill identified.	The student is expected to identify <b>THREE</b> skills required for a store manager and <b>TWO</b> skills required for a customer service representative. i. For a Store manager the following <b>THREE</b> skills: problem solving, digital literacy and time management. ii. For a Sales Assistant the following <b>TWO</b> skills: merchandising; sales.
	MQF 3: Outline attributes and behaviours linked to a particular retail occupation.	2c	2	Award 0.4 marks for each attributes and behaviours outlined.	The student is expected to outline any <b>FIVE</b> attributes and behaviours linked to a sales assistant from the following: good personal appearance, flexibility and adaptability, ability to multi-task, proactivity, honesty and integrity, empathy and compassion, courteousness and politeness, positive attitude, confidence. An example of an outline could include: A sales assistant is expected to have good personal appearance as he/she is interacting with customers and representing the supermarket. Accept any other valid outline for these attributes and behaviours.

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Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks	Examples of expected answer
			4		
K-6	MQF 1: Recall the stages of the selling process.	3a	1	Award 0.25 marks for each stage recalled in its correct order.	The student is expected to recall the <b>FOUR</b> stages of the selling process in the following order, with stage iv being given to the students: i. Opening (meet and greet) ii. Understand customer needs. iii. Explain product features and demonstration. iv. Handle objections, negotiation and summarise v. Close the sale The wording of the answers should be as indicated above.
	MQF 2: State key aspects that can influence the selling process.	3b	1	Award 0.25 marks for each aspect stated.	The student is expected to state the following <b>FOUR</b> key aspects that can influence the selling process: awareness of special offers; interdepartmental relations; display areas; stock availability.  Accept any other valid aspects apart from product and service knowledge, and market awareness.

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	<p>MQF 3: Describe how key aspects influence stages of the selling process.</p>	<p>3c</p>	<p>2</p>	<p>Award 1 mark for each description.</p>	<p>The student is expected to describe how the following <b>TWO</b> key aspects influence stages of the selling process: Product and service knowledge; and market awareness.</p> <p>An example of a description would include: The salesperson’s product and service knowledge will facilitate the explanation of the product features to customers [such as product specifications], help answer customers’ questions, and handle objections. This will help customers in their decision-making and make it easier for the salesperson to close the sale.</p> <p>Accept other valid descriptions for these aspects.</p>
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<b>K-7</b>			<b>4</b>		
	MQF 1: List factors that indicate customers' interest to purchase.	4a	1	Award 0.25 marks for each factor listed.	<p>The student is expected to list any <b>FOUR</b> of the following factors that indicate customers' interest to purchase: spending time investigating the product, requesting more product information or details, experiencing the product, emotional messages and body language, social and personality factors.</p> <p>Accept any other valid answers apart from asking about price and asking for payment details.</p>
	MQF 2: Outline factors that indicate customers' interest to purchase.	4b	1	Award 0.5 marks for each reason outlined.	<p>The student is expected to outline the following <b>TWO</b> factors that indicate customers' interest to purchase: asking about price, asking for payment details, experiencing the product.</p> <p>An example of an outline could include: Asking about the price of a product indicates a customer's interest to purchase as the customer is thinking of the cost of purchase.</p> <p>Accept any other valid outlines.</p>

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	<p>MQF 3: Describe why it is important to identify a customer's interest to purchase.</p>	<p>4c</p>	<p>2</p>	<p>Award 0.5 mark for each description.</p>	<p>The student is expected to describe any <b>FOUR</b> reasons from the following to identify a customer's interest to purchase: to avoid annoying the customer with unnecessary information (aggressive selling), to offer alternatives to satisfy needs, to identify opportunities to upsell, to close the sale at an appropriate time for customer satisfaction, to enhance customer's product/service experience, to empower customers to take control of the retail interaction.</p> <p>An example of a description could include: It is important to identify a customer's interest to purchase to avoid annoying the customer with unnecessary information. A customer that is not interested in purchasing will feel that the sales assistant is providing him/her with unnecessary information and that the sales assistant is trying to force them to buy [aka aggressive selling]. This may irritate the customer.</p> <p>Accept any other valid descriptions.</p>
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<b>K-8</b>			<b>4</b>		
	MQF 1: Recall the positive aspects of teamwork in a retail environment.	5a	1	Award 0.5 marks for each aspect recalled.	<p>The student is expected to recall the following <b>TWO</b> positive aspects of teamwork from the following: working towards common goals; accepting advice; providing support through training colleagues.</p> <p>Accept any other valid answers apart from valuing other team members.</p>
	MQF 2: Outline reasons for valuing other team members.	5b	1	Award 0.5 marks for each reason outlined.	<p>The student is expected to outline the following <b>TWO</b> reasons for valuing other team members: reciprocal respect; team spirit; efficiency; job and customer satisfaction.</p> <p>An example of an outline could include: Valuing other team members will lead to being respected and such respect being reciprocated and valued in return.</p> <p>Accept any other valid outlines.</p>

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Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks	Examples of expected answer
	MQF 3: Describe the effects of successful teams in retail.	5c	2	Award 0.5 marks for each description.	<p>The student is expected to describe any <b>FOUR</b> points from the following effects of successful teams in retail: higher staff morale; job satisfaction; improved customer satisfaction; more successful retail business (efficiency, income, market-share, customer loyalty and retention).</p> <p>An example of a description could include:                      Good teamwork will lead to staff feeling valued in their work (by their colleagues).                      The feeling of being respected will increase confidence and enthusiasm, which in the end leads to improved staff morale and increased workplace performance.</p> <p>Accept any other valid descriptions.</p>

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Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks	Examples of expected answer
<b>C-3</b>			<b>6</b>		
	MQF 1: Outline how team productivity can be improved through teamwork.	6a	2	Award 0.5 marks for each outline.	<p>The student is expected to outline <b>FOUR</b> ways on how team productivity can be improved through teamwork: Working together to efficiently complete retail tasks, avoidance of task duplication, improved communication within the team to avoid wastage, less impact of stressful situations, working together to solve problems, team-members motivation.</p> <p>An example of an outline could include: Employees working as a team will work together more efficiently to finish a retail task [such as unloading a delivery] faster. This will lead the team to be more productive.</p> <p>Accept any other valid outlines.</p>
	MQF 2: Describe how teamwork can contribute to a positive customer experience.	6b	2	Award 1 mark for each description.	<p>The student is expected to describe <b>TWO</b> ways on how teamwork can contribute to a positive customer experience: creates a welcoming atmosphere, develops a positive customer relationship, supports a positive company image.</p> <p>An example of a description could include: Staff who are part of a team will be more consistent in their work and will agree on the approach they have to take with customers. The team will strive to consistently offer a pleasant and welcoming experience for customers.</p> <p>Accept any other valid descriptions.</p>

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Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks	Examples of expected answer
	MQF 3: Discuss how teamwork contributes to business success.	6c	2	Award 1 mark for each way/element discussed.	<p>The student is expected to discuss any <b>TWO</b> ways from the following on how teamwork contributes to business success: better coordination between colleagues and departments, process efficiency and effectiveness, stimulating innovative thought, working towards common goals, greater flexibility, improved morale, embrace customer feedback and relay to the team to improve business activities.</p> <p>An example of a discussion could include: Teamwork will result in better coordination among colleagues and across departments as they will be working together. The work can be coordinated better among the employees in each department who would work cohesively and consistently towards attaining the organisation's goals. Moreover, teamwork will make it possible to coordinate the work in such a manner as to maximise each team member's strengths and abilities. Through teamwork it is more likely that the organisation's objectives are achieved, and business is successful.</p> <p>Accept any other valid way/element discussed.</p>

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<b>K-9</b>			<b>4</b>		
	MQF 1: List the benefits of good customer service.	7a	1	Award 0.25 marks for each benefit listed.	The student is expected to list <b>FOUR</b> benefits of good customer service from the following: customer engagement; customer retention; positive image; increased sales; feedback from the customer.  Accept any other similar/valid benefits.
	MQF 2: Outline the benefits of good customer service.	7b	1	Award 0.5 marks for each benefit outlined.	The student is expected to outline <b>TWO</b> benefits of good customer service from the ones listed in Question 7a.  An example of an outline could include: Good customer service will increase customer retention, as the customer will be satisfied with the service and will keep buying from the firm.  Accept any other similar/valid benefits.
	MQF 3: Describe the consequences of bad customer service in different instances.	7c	2	Award 1 mark for each correct outline.	The student is expected to describe any <b>ONE</b> of the following consequences of bad customer service for each scenario given from the following: <ul style="list-style-type: none"> <li>• Scenario 1: instance before purchase: loss of potential sales, lack of synergy between team members, negative influence on other customers</li> <li>• Scenario 2: instance after purchase: negative word of mouth, difficulty in attracting new customers, remedy cost in response to customer claims, loss of customers, legal action by regulatory bodies, decrease in employee pride.</li> </ul>

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					<p>An example of a description could include: Loss of potential sales is a consequence of bad customer service before purchase. The customer was going to make a purchase and he was given incorrect information leading to a loss of a sale in the present. However, this could also lead to loss of potential sales in the future as the customer may decide to never consider buying from this store due to his poor customer experience.</p> <p>Accept any other valid descriptions.</p>

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<b>K-10</b>			<b>4</b>		
	MQF 1: List consumer rights.	8a	1	Award 0.25 marks for each consumer right listed.	The student is expected to list any <b>FOUR</b> consumer rights from the following: right to choose, right to safety, right to be informed, right to be heard, right to redress, right to environmental health, right to service, right to consumer education.
	MQF 2: State the functions of a regulatory body affecting consumers in the retail industry.	8b	1	Award 0.5 marks for each function stated.	The student is expected to state any <b>TWO</b> of the following functions of the Environment and Resources Authority (ERA): To safeguard the environment for a sustainable quality of life; to mainstream environmental targets and objectives across government and society; to take the leading role in advising government on environmental policy-making at the national level and international environmental negotiations; to develop evidence-based policy, backed by a robust data gathering structure; to draw up plans, provide a licensing regime and monitor activities having an environmental impact and to integrate environmental considerations within the development control process; to consult with stakeholders so as to promote and instil sound environmental management; to undertake and promote research on any matter relating to the environment and natural resources; to provide information and guidelines on matters relating to the environment and natural resources; to establish measures for the protection of the environment and promote the sustainable use of natural resources; to ensure that national and

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					<p>international obligations under the Environment Protection Act come into force and complied with.</p> <p>Accept any other similar/valid functions.</p>
	<p>MQF 3: Outline a legislation or regulation affecting consumers' rights within the local retail industry.</p>	<p>8c</p>	<p>2</p>	<p>Award 0.5 marks for each correct outline.</p>	<p>The student is expected to outline any <b>FOUR</b> of the following main elements of the Price Indication Regulations: Consumers' right to receive adequate, correct and unambiguous information regarding the price of goods sold or offered for sale to them; consumers' right to be able to make informed decisions on the basis of simple comparison; traders' obligation to indicate price of goods; traders' obligation to exhibit conspicuously in his place of business a sample of every kind, size, type or brand of goods stocked by him; any kind, size, type or brand of goods displayed in the shop-window, or on the outside of the premises, shall bear the relative selling price label; any goods which are sold or offered for sale to consumers per unit weight or volume must show the unit price; products sold in bulk must show the unit price; any charges for postage, package or delivery of a good shall be unambiguous, easily identifiable and clearly legible; pre-packaged goods, including foodstuffs, sold in preestablished or variable quantities must show both the selling price and the unit price.</p> <p>An example of an outline could include: The Price Indication Regulations requires retailer to show prices for their products. This requires that the prices of products are clearly marked and visible.</p> <p>Accept any other similar/ valid elements.</p>

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			<b>6</b>		
<b>C-5</b>	MQF 1: State the information that should be given to consumers prior to the sale of goods and services.	9a	2	Award 0.5 marks for each information.	<p>The student is expected to state the following <b>FOUR</b> pieces of information that should be given to consumers prior to the sale of goods and services: the main characteristics of the goods or services; contact information; the total price of the goods and services; arrangements for payment and delivery where applicable; contract conditions if applicable.</p> <p>Accept any other suitable answer.</p>
	MQF 2: Describe information that should be given to consumers prior to the sale of goods and services.	9b	2	Award 1 mark for each description.	<p>The student is expected to describe the following <b>TWO</b> pieces of information that should be given to consumers prior to the sale of goods and services: the main characteristics of the goods or services; contact information (the name, address and telephone number of the trader and/or seller); the total price of the goods and services; arrangements for payment and delivery where applicable; contract conditions if applicable (duration, conditions for termination).</p> <p>An example of a description could include: Consumers should be informed about the main characteristics of the goods or services prior to the sale. This enables the customer to make the best choice of good/ service with regards to his requirements for such purchase.</p> <p>Accept any other valid descriptions.</p>

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	<p>MQF 3: Discuss elements of consumer protection when buying goods or services in a given scenario.</p>	<p>9c</p>	<p>2</p>	<p>Award 1 mark for each way/element discussed.</p>	<p>The student is expected to discuss any <b>TWO</b> from the following elements of consumer protection when buying goods or services in the given scenario: the right to be covered by legal guarantee, rights related to the delivery of goods, rights of consumers during sales, rights related to returns of unwanted goods, rights related to deposits, rights related to distance selling.</p> <p>An example of a discussion could include: The consumer has rights related to the delivery of goods. The consumer received the robotic toy without its original packaging. This means that the product did not arrive in the best condition as the packaging protects against damages and provides information on product use. Moreover, this product was intended as a gift so the product was no longer in suitable condition for gifting. The customer had the right to receive the product in the specified condition, which did not occur in this instance. Thus, the customer has the right to expect a replacement product to be delivered without incurring extra charges.</p> <p>Accept any other valid element discussed.</p>
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