

BTEC Level 2 Technical Certificate in

# RETAIL OPERATIONS

UNIT 1: THE RETAIL ENVIRONMENT

## SAMPLE ASSESSMENT MATERIALS (SAMs)

First teaching: September 2017 | First certification: Summer 2018

ISSUE 2

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These SAMs are Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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## **BTEC L2 Technical Certificate in Retail Operations**

### **Unit 1: The Retail Environment**

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#### **Information for candidates**

##### **Instructions**

- Answer all questions.
- An onscreen notepad is provided for you to make notes during the test. These notes will not be marked.
- An onscreen calculator is provided for questions which require calculation.
- An accessibility panel is provided on every screen. This allows you to magnify your screen and apply a range of colour filters

##### **Information**

- The assessment is **1 hour 15 minutes** in duration.
- The **total mark** for this test is **60**.
- The number of marks for each question is shown in brackets e.g. (2). Use this as a guide as to how much time to spend on each question.

##### **Advice**

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

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Start Test

Test Player Preview

Sarah works as a retail assistant for an electrical product retailer in the TV department.

Complete the process that Sarah should follow when dealing with customers. (2)

Drag and drop the stages of the process into the correct order.

Obtain feedback on customer satisfaction with goods

Question the customer needs

Discuss product features/price

Meet and greet

Take payment

Previous 1 / 26 Next 00:45 Marks Save

Test Player Preview

Identify **two** disadvantages to customers of an online-only business that sells watches. (2)

Select **two** options.

- Difficult to see some product features
- Difficult to check availability
- Unable to return products
- Hard to pay for products
- Unable to use immediately after purchase

ⓘ ? 📄 🚩 ⏪ Previous 2 / 26 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Which of these would not be needed at the point of sale in a mobile phone shop? (1)

Select **one** option.

Card reader

Packaging materials

Scales

Till

ⓘ ? 📄 🚩 ⏪ Previous 3 / 26 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Identify **two** buying signals from a customer. (2)

Select **two** options.

- Asking for advice on complaints procedure
- Looking at their watch regularly
- Discussing product with their partner
- Looking at a range of other products
- Questioning acceptable payment methods

ⓘ ? 📄 🚩 ⏪ Previous 4 / 26 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Which of these usually trades through more than one channel? (1)

Select **one** option.

Corner shop

Department store

Convenience store

Pop up shop

⏪ Previous 5 / 26 Next ⏩ 00:45 Marks Save



Test Player Preview

When considering buying products, customers expect to receive technical advice from retail assistants.

Which of the following is an example of a technical feature? (1)

Select **one** option.

- Price
- Product registration
- Product performance
- Warranty

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Test Player Preview

Retailers have to follow many legal and regulatory frameworks.

Match the legislation to the correct principle. (2)

Click on the legislation and then the correct principle.

**Legislation**

- Consumer Rights Act (2015)
- Health and Safety at Work Act (1974)

**Principle**

- Goods must be of satisfactory quality
- Personal information must be kept secure
- Customers must be provided with a copy of the credit agreement
- Must report all hazards
- Must provide high level of customer service at all times

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Test Player Preview

Which **two** of these types of ownership are most likely to have unlimited liability? (2)

Select **two** options.

Franchise

Partnership

Public limited company

Private limited company

Sole trader

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Test Player Preview

The Consumer Contracts Regulations 2013 cover the purchase of products online or over the telephone.

Which of these must the retailer display when selling online? (1)

Select **one** option.

- Business name and contact details
- Number of years they have been in business
- Feedback from customers
- Number of products in stock

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Test Player Preview

Identify **one** responsibility of customer service staff in a department store. (1)

Select **one** option.

- Capturing shoplifters
- Issuing refunds where a customer has been overcharged
- Reconciling discrepancies between stock ordered and delivered
- Dealing with staff complaints about a colleague

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Test Player Preview

Which of these is an example of a recent retail trend? (1)

Select **one** option.

- Self-scanning checkouts
- Weekend opening
- Postal catalogues
- Customer loyalty cards

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Test Player Preview

Identify **two** requirements of the Data Protection Act 1998. (2)

Select **two** options.

- Not keeping information longer than necessary
- Keeping information for a long time
- Keeping customer details safe and secure
- Keeping customer details insecurely
- Sharing information with other agencies

⏪ Previous 12 / 26 Next ⏩ 00:45 Marks Save

Test Player Preview

Why is self-scanning a benefit to a retail business? (1)

Select **one** option.

- Reduces staff wages bill
- Improves stock availability
- Reduces theft of stock
- Resolves customer queries

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Test Player Preview

Which of these is of benefit to a customer? (1)

Select **one** option.

- Shorter opening hours
- Increased annual leave
- Reduced loyalty schemes
- Gift wrapping service

ⓘ ? ↵ 🚩 ⏪ Previous 14 / 26 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Explain the purpose of customer service in retailing. (2)

Type your answer in the box.

16

15 / 26

00:45

Marks Save

Test Player Preview

Explain how a retail assistant might use a product guarantee to meet a customer's needs. (2)

Type your answer in the box.

⏪ Previous 16 / 26 Next ⏩ ⏱ 00:45 Marks Save

Test Player Preview

Explain how staffing shortages might be a barrier to providing effective customer service. (2)

Type your answer in the box.

[Empty text input box]

ⓘ ? 📄 🚩 ◀ Previous 17 / 26 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

Many retail businesses offer loyalty cards to their customers. This allows businesses to collect customer information.

Explain **two** ways a retailer might use the information it collects. (4)



Type your answers in the boxes below.

ⓘ ? ↵ 🚩 ⏪ Previous 18 / 26 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

**Scenario A** should be used to answer questions 19-21.

Read **Scenario A** carefully before beginning the questions.










The scenario will be available on each question by clicking on the  scenario 

**Section B – Scenario-based structured questions**

**Scenario A**

You are working as a customer sales assistant at a supermarket. Your supervisor has recently provided you with training on stock management and operating point of sale (POS) equipment.

Back

     19 / 26   00:45  

Test Player Preview

The question relates to **Scenario A**. Click on the scenario button to see the scenario **scenario**



Explain **one** reason stock rotation would be important in this type of business. (2)

Type your answer in the box.

[Empty text input box]










ⓘ ? ↵ 🚩 ◀ Previous 19 / 26 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

The question relates to **Scenario A**. Click on the scenario  button to see the scenario **scenario** 



Explain the importance of knowing the responsibilities relating to restricted products when working in a point of sale (POS) area of the supermarket. (2)

Type your answer in the box.

     20 / 26   00:45  








Test Player Preview


The question relates to **Scenario A**. Click on the scenario  button to see the scenario **scenario** 

Explain the importance of ensuring all POS materials are in place at the start of the day's trading in a supermarket. (4)

Type your answer in the box.

    Previous 21 / 26 Next  00:45 Marks Save

Test Player Preview






**Scenario B** should be used to answer questions 22-23.  
Read **Scenario B** carefully before beginning the questions.  
The scenario will be available on each question by clicking on the 

**Section B – Scenario-based structured questions**



**Scenario B**

**You have recently completed your initial training as a customer sales assistant at a shoe retailer. You are working on your first Saturday shift and the shop is extremely busy.**

[Back](#)






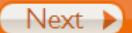



    [Previous](#) 22 / 26 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

The question relates to **Scenario B**. Click on the scenario  button to see the scenario 

Explain why problem-solving skills would be of benefit in this situation. (4)

Type your answer in the box.

     22 / 26   00:45  

Test Player Preview

The question relates to **Scenario B**. Click on the scenario button to see the scenario **scenario**

Discuss the importance of using skills to close a sale in this situation. (6)

Type your answer in the box.

23 / 26


Previous Next 00:45 Marks Save

The image shows a screenshot of a 'Test Player Preview' window. At the top, there is a green notification bar that says 'The question relates to Scenario B. Click on the scenario button to see the scenario' with a 'scenario' button. Below this, a question is displayed in a rounded box: 'Discuss the importance of using skills to close a sale in this situation. (6)'. Underneath the question, it says 'Type your answer in the box.' followed by a large, empty rectangular text input area. At the bottom of the window, there is an orange navigation bar containing icons for help, question, and flag, along with buttons for 'Previous', 'Next', a timer showing '00:45', 'Marks', and 'Save'. The page number '23 / 26' is also visible in the navigation bar.

Test Player Preview

**Scenario C** should be used to answer questions 24-26.

Read **Scenario C** carefully before beginning the questions.






The scenario will be available on each question by clicking on the 

**Section B – Scenario-based structured questions**

**Scenario C**

**Gavin owns a specialist retail shop called ‘Suits4Sir’, which rents out wedding suits. The business has a large number of customers who need to be personally measured and fitted for their outfits. For this service, Gavin charges a high price.**

[Back](#)

    [Previous](#) 24 / 26 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

The question relates to **Scenario C**. Click on the scenario button to see the scenario **scenario**

Gavin frequently offers discounts to customers who provide photographs of themselves wearing their wedding suits taken on the day of the wedding. Gavin uses these photographs on social media.

Explain how the use of social media might help Gavin's business. (2)

Type your answer in the box.

[Empty text input box]

ⓘ ? 📄 🚩 ⏪ Previous 24 / 26 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

The question relates to **Scenario C**. Click on the scenario button to see the scenario **scenario**

Gavin prides himself on the service he gives his customers.

Explain why it is important for Gavin to provide excellent customer service. (4)

Type your answer in the box.

[Empty text box for answer]

⏪ Previous 25 / 26 Next ⏩ 00:45 Marks Save

Test Player Preview

The question relates to **Scenario C**. Click on the scenario button to see the scenario **scenario**

Gavin is thinking of extending his web site to allow customers to rent suits online and send in their measurements. He thinks this will increase sales but he knows introducing this service will also increase costs in the short term.

Assess the effects of introducing online ordering for a business like Gavin's. (6)

Type your answer in the box.

ⓘ ? 📄 🚩 ◀ Previous 26 / 26 Next ▶ ⌚ 00:45 Marks Save



# Unit 1: The Retail Environment - sample mark scheme

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## General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the learner has replaced it with an alternative response.

## Specific marking guidance for levels based mark schemes

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts: indicative content and levels-based descriptors. Indicative content reflects specific content-related points that learners might make. Levels-based descriptors articulate the skills that learners are likely to demonstrate in relation to the Assessment Outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

## Section A

Question number	Acceptable answer	Mark
1	Award 2 marks for all three stages correctly placed. Award 1 mark for one stage correctly placed (maximum 2 marks total). 1. Question the customer needs 2. Discuss products features/price 3. Obtain feedback on customer satisfaction with goods	(2)
Question number	Acceptable answer	Mark
2	A - Difficult to see some product features E - Unable to use immediately after purchase	(2)
Question number	Acceptable answer	Mark
3	C - Scales	(1)
Question number	Acceptable answer	Mark
4	C - Discussing product with their partner E - Questioning acceptable payment methods	(2)
Question number	Acceptable answer	Mark
5	B - Department store	(1)
Question number	Acceptable answer	Mark
6	C - Product performance	(1)
Question number	Acceptable answer	Mark
7	Consumer Rights Act 2015 – Goods must be satisfactory quality Health and Safety at Work etc. Act 1974 – Must report all hazards	(2)
Question number	Acceptable answer	Mark
8	B - Partnership E - Sole Trader	(2)
Question number	Acceptable answer	Mark
9	A - Business name and contact details	(1)
Question number	Acceptable answer	Mark
10	B - Issuing refunds where a customer has been overcharged	(1)
Question number	Acceptable answer	Mark
11	A - Self scanning checkouts	(1)
Question number	Acceptable answer	Mark
12	A - Not keeping information longer than necessary C - Keeping customer details safe and secure	(2)
Question number	Acceptable answer	Mark
13	A - Reduces wages	(1)

<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
14	D – Gift wrapping service	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
15	<p>Award 1 mark for identification of what customer service is and the second mark for the benefit to the business. Award up to 2 marks for one linked explanation. To meet the needs and expectations of the customer (1) to encourage repeat business from the customer in the future (1).</p> <p>OR</p> <p>To reduce the number of customer complaints (1) which could affect the business reputation / reduce future sales (1).</p> <p>Accept other appropriate responses.</p>	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
16	<p>Award 1 mark for identification of the customer need and the second mark for relating the specification to the customer need Award up to 2 marks for one linked explanation. The customer will have an idea about what they want from a product (1), so the retail assistant can offer a guarantee to close a sale (1).</p> <p>OR</p> <p>The assistant may be able to encourage more confidence in one product than another (1) therefore allowing the customer to decide which is worthwhile (1).</p> <p>Accept other appropriate responses.</p>	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
17	<p>1 mark for identifying point and 1 for development Award up to 2 marks for one linked explanation: Insufficient staffing (1) could cause customers to have to wait to be served which means they may go to competitors instead (1) / could result in lower skilled staff filling gaps providing lower quality of service (1).</p> <p>Accept other appropriate responses.</p>	(2)

<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
18	<p>Award 1 mark for identification of what the information might be and the second mark for how the information can be used to the benefit of the business.</p> <p>Award up to 2 marks for each linked explanation.</p> <p>Information from membership details / purchase information (1) which means the business can tailor its offering to suit customer needs (1).</p> <p>OR</p> <p>Retailers can establish any existing customers who have not shopped there for a while (1P) and offer rewards/discounts to get them shopping again (1).</p> <p>OR</p> <p>Information can be analysed to find relationships between products bought (1) and therefore profile buyer behaviour (1).</p> <p>Accept other appropriate responses.</p>	(4)

## Section B

Question number	Acceptable answer	Mark
19	<p>1 mark for a statement relating stock rotation to supermarkets, further mark for a causal link relating to this.            Stock rotation is important in food retailing to avoid waste (1). Many products will be perishable and must be discarded when they go bad which results in increased operating costs (1).</p> <p>OR</p> <p>Many tinned and packet goods have sell by dates that could pass (1) and therefore be left unsold unless the stock is rotated, reducing profits (1).</p> <p>Accept other appropriate responses.</p> <p>If response is not in context award 1 mark only.</p>	(2)
Question number	Acceptable answer	Mark
20	<p>1 mark for an example of a restricted good that could be sold at a large grocery store, second mark for linking this to the criminal liability.</p> <p>Alcohol is a restricted item (1) and must not be sold to persons under 18 otherwise the business would be criminally responsible (1).</p> <p>OR</p> <p>A major grocery store may also sell accessories such as knives which are restricted goods (1). It would be a criminal offence to sell these products to anyone under the age of 18 and the store and its manager would be held responsible (1)</p> <p>Accept other appropriate responses.</p> <p>If response is not in context award the pass mark only.</p>	(2)

<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
21	<p>1 mark for identifying a point-of-sale (POS) material, 1 mark for starting why this is important. Up to 2 marks available for developing implications for the business of a missing item at point of sale.</p> <p>POS materials in a food retail business include till rolls, packaging materials, and scales etc. (1). It is important these items are in place so that customers purchasing loose food items can bag/check the weight or the goods (1). This is likely to minimise the waiting time for these and other customers (1), which will prevent customers complaining/leaving the store dissatisfied and therefore less likely to return in future (1).</p> <p>OR</p> <p>If POS materials such as scales to weigh the product (1) are not in place then there will be large queues forming at the checkout (1). Many customers do not like to queue for long times at check out and become impatient/frustrated (1) which in turn can lead to an increase in complaints (1).</p> <p>Accept other appropriate responses.</p>	(4)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
22	<p>One mark for identifying situation where problem solving skills are beneficial (1), one mark for explaining why they are beneficial (1) and up to two further marks for developing implications of having or not having problem solving skills.</p> <p>Problem solving skills are beneficial when dealing with customer complaints (1). This is because they mean that a solution can be found to customer problems (1). This can turn bad customer services into good ones (1) and this helps the business improve its reputation for customer service (1).</p> <p>OR</p> <p>Problem solving skills are beneficial when dealing with customer queries / questions about their shoe purchases (1) as an assistant in a busy shoe shop, you may need to deal with queries about size, style or width fittings quickly(1), this will provide efficient service on a busy day and prevent the need to refer queries to a manager (1) thus speeding up service and keeping customers happy and retaining them (1).</p> <p>Accept other appropriate responses.</p>	(4)

Question number	Indicative content	
23	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> <li>• Closing sales requires sales staff to identify buying signals.</li> <li>• These include things such as customers looking for help or asking about payment methods or deliveries.</li> <li>• Sales staff need to be able to identify these signals so they don’t miss sales opportunities.</li> <li>• Staff who can close sales regularly will enable the business to be more profitable.</li> <li>• the ability to question clients and understand features and benefits of the product are equally important.</li> <li>• Without knowing the customer’s needs and wants the sale cannot be closed.</li> <li>• Other skills such as communications, interpersonal or skills related to diplomacy, patience, tact are equally important to a customer facing role.</li> </ul>	
<b>Mark scheme (award up to 6 marks).</b> Refer to guidance on the cover of this document for how to apply levels based mark schemes.		
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> <li>• Some key aspects identified, points made or factors considered or one described in some detail. The answer may be in the form of a list.</li> <li>• Points made or factors considered will be superficial/generic and not applied/directly linked to the information, data or situation given in the question.</li> <li>• There will be limited reference to the relative importance of the aspects considered.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Some key aspects identified, or a few key points/factors described . There will be some (limited) consideration of links or differences (compare and contrast)</li> <li>• Aspects/factors/points made will mainly be relevant to the issues but the link will not always be clear. Some consideration or reference will be given to the given information, data or situation but this will not necessarily support the answer well.</li> <li>• An attempt will be made to consider the relative importance of aspects raised but this will not be well-developed.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• A range of aspects described, or a few key ones explained in depth. All sides of the case are considered and the answer is well balanced, giving consideration to links or differences (compare and contrast)</li> <li>• The majority of points made will be relevant and there will be a clear link to the topic of the question and use of the given data or information.</li> <li>• Learners will recognise the relative importance of issues raised in the question.</li> </ul>
Question number	Acceptable answer	Mark

24	<p>1 mark for identification of the use of social media, with a further mark for developing the implication or effect on Gavin's business. Showing photographs of the suits that have been hired will act as publicity for the business if they are liked or retweeted (1), and act by way of attracting new customers or friends of the wedding party to use Gavin service in the future (1). OR</p> <p>The photographs will show the range of products offered and show how good they look (1). If favourable comments accompany the photographs, they would act as recommendations to people considering a similar purchase (1).</p> <p>Accept other appropriate responses.</p>	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Marks</b>
25	<p>1 mark for identifying the need for excellent customer service, 1 mark for explaining why this is important, and up to two further marks for developing implications for Gavin's business. This is a special occasion in a customers' life (1) and this means there's no opportunity to resolve problems after the event (1). Excellent customer service provides Gavin with a competitive advantage over other suit hire companies (1) and allows him to charge a premium price (1). OR</p> <p>Customers are paying for personal or special customer service (1) so they are going to expect personalised service to exceed normal customer service levels (1). Failure to provide this would mean losing reputation for this particular service (1) and other members of the wedding party, who might be due to get married in the near future, would not use Gavin (1).</p> <p>Accept other appropriate responses.</p>	(4)



Question number	Indicative content	
26	<p>Answers will be credited according to learners' demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> <li>• Cost implications of setting up online systems in the short term verses cost savings in the long run.</li> <li>• Customers might prefer the specialised personal service they get by visiting and being measured.</li> <li>• Clothes may fit better if more accurate measuring using face-to-face service rather than customers supplying own measurements online.</li> <li>• Computer systems to handle the ecommerce part of the website, secure payments, and stock systems would all need to be put in place.</li> <li>• Suits might not be returned in good condition if not returned personally which may be difficult to check when posted back.</li> <li>• Back-up systems would be needed for the more complex web site which would cost money.</li> <li>• Staff training might be needed to use the systems.</li> </ul>	
<b>Mark scheme (Award up to 6 marks).</b> Refer to guidance on the cover of this document for how to apply levels based mark schemes		
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> <li>• Some key aspects identified, points made or factors considered or one described in some detail. The answer may be in the form of a list.</li> <li>• Points made or factors considered will be superficial/generic and not applied/directly linked to the information, data or situation given in the question.</li> <li>• There will be little reference to the relative importance of the aspects/points/factors considered and the conclusion will be asserted, rather than supported.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Some key aspects identified, or a few key points/factors described but with more emphasis on one of these. The response will be unbalanced.</li> <li>• Aspects/factors/points made will mainly be relevant to the issues but the link will not always be clear. Some consideration or reference will be given to the given information, data or situation but this will not necessarily support the answer well.</li> <li>• An attempt will be made to consider the relative importance of aspects/factors/points and/or come to a conclusion but neither will be well developed.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• A range of aspects described, or a few key ones explained in depth. All sides of the case are considered and the answer is well balanced, giving weight to all factors</li> <li>• The majority of points made will be relevant and there will be a clear link to the topic of the question and use of the given data or information.</li> <li>• There will be some consideration of the relative importance of factors and a conclusion is given with some justification.</li> </ul>



# SAMPLE ASSESSMENT MATERIALS (SAMs)



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