

## Level 3 Certificate in Selling and Sales Management



International  
Qualifications from EDI

### Annual Qualification Review

2009

---

## CONTENTS

---

Introduction .....	1
Pass Rate Statistics .....	1
General Strengths and Weaknesses .....	1
Teaching Points by Syllabus Topic .....	2
Further Guidance .....	4
Examples of Candidate Responses .....	5

---

## **INTRODUCTION**

---

The annual qualification review provides qualification–specific support and guidance to centres. This information is designed to help teachers preparing to teach the subject and to help candidates preparing to take the examination.

The reviews are published in September and take into account candidate performance, demonstrated in both on demand and series examinations, over the preceding 12 months. Global pass rates are published so you can measure the performance of your centre against these.

The review identifies candidate strengths and weaknesses by syllabus topic area and provides examples of good and poorer candidate responses. It should therefore be read in conjunction with details of the structure and learning objectives contained within the syllabus for this qualification found on the website.

The review also identifies any actual or proposed changes to the syllabus or question types together with their implications.

## **PASS RATE STATISTICS**

The following statistics are based on the performance of candidates who took this qualification between 1 October 2008 and 30 September 2009.

Global pass rate            52.91%

Grade distributions

Pass	32.93%
Credit	17.48%
Distinction	2.50%

## **GENERAL STRENGTHS AND WEAKNESSES**

### **Strengths**

- correct report format
- awareness of the importance of the application of I.T. to aid selling
- answers to question 1 – compulsory

### **Weaknesses**

- lack of depth in answers
- misunderstanding questions
- lack of application to given situations e.g. a furniture retailer

---

## TEACHING POINTS BY SYLLABUS TOPIC

---

### **Syllabus Topic Area 1: Establish a Sales Plan**

The required layout for the answer to this compulsory question is given in the question. Where candidates answer in the correct format, it is often the best answered question.

Candidates should answer in this specified format, with clear reference to the business situation e.g. a business to business (B2B) or a business to customer (B2C) situation.

### **Syllabus Topic Area 2: The Selling Function**

Candidates should answer by indicating each key step in the selling process. An explanation of each step is required. Each step needs to be explained with reference to the specified business or organisation setting. No marks are awarded for showing a buying process.

Where the question asks for an explanation of the buying process the same guidelines apply as those above.

### **Syllabus Topic Area 3: Distribution Channels**

Candidates may be asked to explain the roles of exhibitions and trade shows. Good answers will explain each one separately accompanied by examples of products.

Where candidates are asked to describe the main methods of selling into global markets, strong answers will include examples of different methods and the advantages of each method.

### **Syllabus Topic Area 4: Recruitment and Training**

This is frequently a popular choice. Candidates may be asked to describe sources of recruitment. In this case key teaching points are:

- provide a list of sources
- provide an explanation of each source
- separately list and explain each source
- given examples appropriate to the situation

Candidates may be asked to explain the main methods of sales training. This is also a popular choice.

Key teaching points are:

- list each method
- explain each method
- explain the advantages of each method

### **Syllabus Topic Area 5: Sales Management**

This is another popular choice. The question frequently asks about specific methods of managing a sales force. In this case the key methods to include are:

- setting goals and objectives
- effective territory coverage
- call rate frequency
- key account management
- setting standards of customer care.

### **Syllabus Topic Area 6: Sales Forecasting, Budgeting and Evaluation**

This is always a popular selection. Candidates frequently fail to answer the question by referring to techniques instead of time horizons.

Key teaching points are:

- refer separately to each horizon of short, medium and long term
- where asked about techniques, refer separately to the different qualitative and quantitative techniques.

### **Syllabus Topic Area 7: Sales Records**

This is not a popular selection and frequently asks about customer databases.

Key teaching points are:

- explain the benefits of analysing and responding to customer complaints
- explain the purpose and benefits of keeping sales records
- explain the types of sales records.

### **Syllabus Topic Area 8: Legal and Ethical Issues**

This is an area where candidates produce some very poor answers. The main problem is that candidates fail to identify the difference between a legal requirement and an ethical issue.

Key teaching points are:

- a legal issue is a requirement
- explain what could be included in a legal contract
- ethical issues are not compulsory
- an ethical stance should improve a reputation.

### **Syllabus Topic Area 9: Sales Control**

This is an area that is very popular and not answered well.

Key teaching points are:

- explain how the sales manager controls the sales office
- do not refer to how the sales manager controls the sales people
- explain the role of the sales office

---

## FURTHER GUIDANCE

---

### Planning answers

The most frequent examiner comment is that there is very little evidence of candidates planning their answers. The time allocation is sufficient for candidates:

- to use correct report format when required
- to answer in the context of the stated business or industry
- to answer all sections of a question
- to read all the questions thoroughly so that they can be understood
- to select the information necessary for the answer
- to organize the information sensibly
- to write the answer
- to check the answer for errors and to correct them.

It is emphasised that many candidates who fail do so not because of inadequate English but because of inadequate planning.

### Organising information

In addition to the general approach to planning an answer that is given above, it is also helpful for candidates to remember that most questions are divided into at least 2 separate sections. This is necessary in order to ensure a template coverage of the syllabus.

### Changes to syllabus

There will be no further changes to the syllabus until Series 2 2010. This new syllabus will not involve any major changes to the syllabus content. From Series 2 2010 the syllabus will be in two major sections. Section A will be entitled Selling and section B will be entitled Sales Management. There will be no discernible difference between the questions and question layout. All question papers will refer to the same syllabus content.

---

## EXAMPLES OF CANDIDATE RESPONSES

---

The question is taken from the Series 3 2009 paper. The question is as follows:

(a) In a report to the Chief Executive of a clothing manufacturing company briefly describe the **five** stages of the **selling process** for clothes sold to retail stores.

(10 marks)

(b) Explain **four** methods of segmentation for this market.

(8 marks)

**(Candidates will be awarded 2 marks for correct report format with bullet points or clearly numbered sections)**

(2 marks)

**(Total 20 marks)**

**Answer (a) – fail response**

- (a) This would involve not using the correct report format. It would involve merely listing the different stages. It would also involve showing no application or little application to the given business scenario. This point was made clearly in the recent DVD.
- (b) This would involve merely listing forms of segmentation. They would not be applied to the particular market, which in this case is clothing.

**Answer (b) – pass response**

- (a) This would involve the correct report format, including bullet points or clearly numbered sections. An acceptable answer would include the correct listing and an acceptable explanation of each stage. It is important that where 5 stages are requested that the answer should involve no more or less than the 5 stages.
  
- (b) The answer should refer to 4 applicable methods of segmentation. It should refer to forms of segmentation relevant to the consumer market. Each form of segmentation should be listed, followed by an acceptable explanation of each form of segmentation for this particular market.

### **Answer (c) – distinction response**

- (a) This answer would be presented in the correct report format. Each stage of the selling process would be listed separately, with a detailed explanation in each case. The explanation would involve the application relevant to a clothing manufacturer selling to different forms of retail stores. This level of answer would involve showing an understanding of the importance of the level of preparation required for selling to large retail outlets.

The answer would include a level of detail such as the importance of listening skills. It will explain the importance of trying to understand the type of clothing required by different retailers. It will also indicate the importance of key account management for large retail outlets.

- (b) This answer should list 4 methods of segmentation, with a detailed explanation of each method. The explanations will show an understanding of segmentation relevant to the business to business market. It will show an understanding of requirements for different situations in the clothing market. The answer will show the specific differences between retailers selling to different groups of individuals, for example by age or income.

**EDI**

International House  
Siskin Parkway East  
Middlemarch Business Park  
Coventry CV3 4PE  
UK

Tel. +44 (0) 8707 202909  
Fax. +44 (0) 2476 516505  
Email. [enquiries@ediplc.com](mailto:enquiries@ediplc.com)  
[www.ediplc.com](http://www.ediplc.com)



Supporting learning  
and performance

© Education Development International Plc 2009.  
All rights reserved. This publication in its entirety is  
the copyright of Education Development  
International Plc. Reproduction either in whole or  
in part is forbidden without the written permission  
from Education Development International Plc.