



EXAMINERS' REPORTS

**LEVEL 1 / LEVEL 2 AWARD IN
RETAIL BUSINESS**

SUMMER 2019

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Unit	Page
Unit 1: Customer Experience	1
Unit 2: Retail Business	3
Unit 3: Retail Operations	7

RETAIL BUSINESS

Level 1 / Level 2 Award

Summer 2019

UNIT 1: CUSTOMER EXPERIENCE

General Comments

Most centres used the WJEC assignment brief and the vast majority selected an appropriate retail organisation. Supermarkets such as Asda or Sainsbury tended to be the most popular selection, however large retail organisations such as Next and JD Sports were also popular choices. Large retail organisations such as these are good as they provide opportunities for candidates to research both the online and physical customer experience. Whilst most organisations used by centres were appropriate, the adapted assignment briefs in many samples were not included, simply the WJEC model assignment. The learner and assessor assignment packs can be found on the secure website. There should be evidence that the assignment has been quality checked prior to submission. This is to ensure that the organisation selected is appropriate i.e. has a shop and online presence and that it is sufficiently different to those studied as part of the learning process. A minority of centres did not award a grade for each assessment criteria. Grades should be noted against each assessment criteria on the mark record sheets. Additionally, to achieve an overall grade, each assessment criteria must be achieved at a minimum of the overall grade level. Centres did not always follow these assessment guidelines.

Comments on individual questions/sections

AC1.1: Describe the principles of customer service

This task was generally answered well with a range of customer service principles described. Most candidates used subheadings to describe each principle of customer service. Although not every principle is required, this was viewed as good practice. Weaker responses tended to be a general summary where only a limited number of principles were described or referred to.

AC1.2: Describe situations when customers interact with retail businesses.

This assessment criterion was answered well on the whole with the majority of candidates describing a range of situations where interaction between the customers and the chosen retail business happens. Where more than 4 situations are described the Level 2 Merit performance band could be awarded.

AC1.3: Describe how customer service delivery differs across retail channels.

A prominent weakness for this task was candidates who were awarded the higher performance bands by the centre, but did not sufficiently compare the service across the different retail channels. To achieve Merit some differences must be highlighted, whereas the Distinction grade requires the differences to be clearly described. Some centres used constrained templates that did not always allow the candidates to achieve the higher performance bands. The majority of centres described instore and online as their retail channels.

AC2.1 Describe needs of different types of retail customers

A minority of centres combined this task with AC.2.2 which is how a retail business meets the expectations of customers. Whilst this is acceptable, there must be clear evidence to suffice both criteria. Additionally, to achieve a Merit a wide range of customers must be considered, in a common trend to previous years this was not always evident.

AC2.2 Explain how retail businesses meet the expectations of different types of customers.

The quality of the answers for this task were generally better than previous years, however the same common misconceptions occurred. As noted above, some confused between the needs of customers and their expectations. Whilst both tasks can be completed together, there is a clear difference in the evidence required for both. Please consider the below example;

The need of a family with a baby is an easy and straightforward experience whilst shopping (**AC2.1**) and the retail business may meet their expectations by providing parent parking or baby changing facilities (**AC2.2**).

AC3.1 Design Research Tools

Candidates must complete a mystery shopper exercise and there must be at least one other type of primary research used as well as secondary research. Questionnaires were the most popular other research tool selected. However, within centres there were occasionally similarities between the questionnaires of all or most candidates. All candidates must independently design two research tools. Candidates are also required to carry out secondary research such as online reviews. Secondary evidence tended to vary and in a few instances was very limitedly evidenced.

AC3.2 Process Information

Overall the analysis of the collected information was good and reflected the performance band awarded. A prominent weakness in this task was the comments and/or evaluation of validity of information. To be awarded a Distinction, candidates must evaluate the validity of the information. Research logs featured predominantly this year which are accepted, however these alone would not suffice the Distinction requirements.

AC3.3 Present Information

Many candidates were able to achieve the higher performance bands for the task. Range of evidence included pie charts and graphs and were generally of a good standard.

AC3.4 Draw conclusions from research

This task provided the biggest range in terms of quality of responses. A small number gave their own conclusions or interpretations of the retailer whilst on the other end of the spectrum the conclusions were evidence based, balanced and in-depth; referring to both primary and secondary findings.

Summary of key points

This year saw an increase in the incorrect overall grade being awarded when not all assessment criteria were achieved to that specific grade. Please note that the specification states:

- 'To be awarded a Level 1 Pass grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.
- To be awarded a Level 2 Pass grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.
- To be awarded a Level 2 Merit grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.
- To be awarded a Level 2 Distinction grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.'

RETAIL BUSINESS

Level 1 / Level 2 Award

Summer 2019

UNIT 2: RETAIL BUSINESS

General Comments

As in previous years it was pleasing to see that the examination catered for the full range of abilities. It was also very encouraging to see a good number of excellent scripts. Much of this is down to good teaching practice as many of the candidates clearly understood the key terms from the specification.

This year there were very few blank scripts with most candidates making a good attempt at the questions.

The mean mark and facility factor for each question were:

	Total Marks	Mean	Facility Factor
Question 1	27	8.4	31.0
Question 2	20	6.9	34.6
Question 3	13	3.6	27.8

Candidates found Question 3 the most challenging and many demonstrated a limited understanding of a transport hub.

Comments on individual questions/sections

- Q.1 (a) (i)** The question was answered by most candidates. Many candidates answered the question correctly by identifying that the correct form of ownership was a Private Limited Company.
- (ii)** The majority of the candidates were able to identify one advantage and one disadvantage of the type of ownership that was identified in the previous question. Many achieved 1 mark for the advantage and/or disadvantage. However, many could not then develop their answer for the second mark. If candidates incorrectly identified the type of ownership in the previous question they were then positively marked on the type of ownership that they had identified, that is they were not penalised twice for an incorrect answer in 1 (a) (i).
- (b) (i)** Most of the candidates were able to suggest two suitable products that the business could diversify into. Where marks were not given it was because the products they suggested had already been mentioned in the scenario or the products were not linked to their current product range.
- (ii)** The majority of the candidates were able to identify one advantage and one disadvantage of diversification for the business. However, marks were lost if they did not develop their answers.

- (c)** Most candidates attempted this question. Some candidates produced good answers and gained three or four marks but most of the marks were from the economic factors part of the question rather than the social factors. Many didn't understand the social factors side of the question. Quite a few were answering the question as if they had been asked about how environmental factors have had a negative impact on the high street, this is not a social factor. However, we did allow marks if they said the concern about using plastic if they said that these types of products are no longer considered to be in trend so that sales will fall. Many could identify an economic factor and many were able to explain how that economic factor would have a negative impact on high street shops. Again, marks were usually lost by lack of development in their answers.
- (d)**
- (i)** Nearly all candidates attempted this question. As this was only a one mark question they had to get the answer correct as no marks were awarded for workings.
 - (ii)** Most candidates attempted this question, but many found it difficult and we were looking for answers such as the market is saturated, new competition and so on. Many just said that their profit had fallen but did not suggest a reason for this.
 - (iii)** Many candidates attempted this question correctly however many of the candidates calculated the first part of the question showing the correct fall in profit but for the second mark many candidates failed to complete this calculation successfully. We awarded the full marks even if the candidate did not correctly identify that there should have been a minus sign in the answer.
 - (iv)** Most candidates were able to suggest two possible business objectives. We were looking for answers such as to increase sales, increase profits, reduce costs etc. If marks were lost it was because the objectives were unrealistic for this type of business.
 - (v)** To get the full four marks candidates were required to link the methods asked for to the two objectives given in the previous question. If they were not linked the candidates did not achieve the marks. If candidates suggested unrealistic objectives in the previous question they were then positively marked on the methods that they suggested, that is they were not penalised twice for an incorrect answer in 1 (d) (iv).
- Q.2**
- (a)**
 - (i)** This question was well answered by the great majority of candidates.
 - (ii)** Most candidates attempted this question correctly and many achieved up to three marks. The reason they did not get above three marks was because they did not develop their answers fully. Also some candidates answered it from the point of view of the customer and why shopping online was good for them. It should have been answered from the owner's point of view and why selling online rather than in a physical store was better for him.

- (b) The majority of the candidates were able to identify one advantage and disadvantage of the owner of the business selling at a discount price. Some failed to get the second mark for development. Also, a minority looked at it from the point of view of the customer and not the business owner.
- (c) (i) Many candidates answered this well. However, there were quite a few who answered the question as if we had asked what is meant by unethical trading.
- (ii) This question was well answered by many of candidates. It was pleasing to see that they came up with at least three ways unethical business practices might affect the business with most candidates achieving up to 3 marks. Further marks were lost if candidates failed to develop these points or did not apply their knowledge to the business.
- Q.3** (a) (i) Most candidates answered this question correctly.
- (b) Many candidates showed an understanding of what a transport hub is but some found it difficult to describe it well enough for the two marks. We were looking for the exchange of people and cargo between different forms of transport and then for the second mark giving an example such as a bus station or a train station. We did not give a mark for an airport as this was given as an example in the question. We also gave the second mark if they identified that the transport hub had many retail shops within.
- (c) (i) This was attempted by most candidates however not all candidates answered the question asked. They were asked how a shop in a transport hub differed from a shop in a high street. We were looking for answers such as the transport hub shop is usually smaller and therefore will stock a smaller range of products. Some candidates just wrote about the different shops with no attempt at explaining how they differed.
- (ii) Most candidates attempted this question however many did not provide an evaluation of locating in both a transport hub and a high street. We were looking for answers to include both positive and negative points of being located in a transport hub as well as a high street. If the answer was one sided, they could only achieve a maximum of three marks.

Summary of key points

The candidates need to know the terminology of the contents in the specification as some candidates were clearly unsure of key terms. Some are using the terms incorrectly. Marks will not be awarded for using the terms if no or incorrect understanding is shown.

- All answers must be applied to the business scenario. Many candidates do not show an understanding of the business that is used in the question. Candidates need to be taught that there is a lot of information in the question which could help them to improve their marks.

- Teaching of good examination technique is vital for candidates. A good number of candidates are clearly not reading the question carefully, exemplifying their answers and developing their answers for the additional marks.
- Candidates need to ask themselves does this answer the question? Many candidates are not considering the viewpoint that they must give the answer from.
- Mock answers illustrating the detail required for Merit/Distinction is another strategy which many candidates may benefit from – consider using relevant examples and/or experiment with peer marking.
- Candidates need to know if their answers are merely basic or is it detailed/developed? Many are losing marks by not developing their answers.
- Candidates sometimes repeat the information given to them in the question. They need to give different examples to gain the marks as they will not be given marks for repetition.

RETAIL BUSINESS

Level 1 / Level 2 Award

Summer 2019

UNIT 3: RETAIL OPERATIONS

General Comments

Holistically the overall performance of candidates was good in this unit. The majority of centres correctly used the set brief of EIAr Sport and followed the requirements of the controlled assignment and set tasks. A small number of centres used a different sports retailer and did not submit a brief for approval, which limited the attainment of candidates.

A small number of centres did not follow the guidelines on awarding a summative grade, i.e. a merit grade awarded when not all assessment criteria were achieved at the merit performance band.

There was an increase in the number of centres where candidates used subheadings to divide the reports into the assessment criteria. This made the moderation process more straightforward and often the annotation of the assessors supported the appropriate performance bands.

Comments on individual questions/sections

AC1.1 Describe activities of retail functional areas

Most candidates completed this criterion to a good standard. A wide range of function areas were described by the majority of candidates. The common weakness observed was that the description of the functional areas was often generic and not applied to EIAr Sport; which is the requirement for Merit.

AC1.2 Describe the rights of retail employees

Generally, this assessment criterion was answered well with the main rights being accurately described.

AC1.3 Summarise the responsibilities of retail employees

There was a marked improvement this year in the responses for this criterion. Far fewer candidates confused responsibilities with rights this year compared to previous years.

AC1.4 Describe the effects of legislation on retail operations

Theoretically the responses were good with the key legislation being accurately described. Assessment tended to be overly generous here, as to be awarded the higher performance bands the legislation must be applied to the scenario. If no application is present, even if the description is detailed and accurate, the higher performance bands cannot be accessed.

AC2.1 Assess methods used by retail business to encourage sales

Responses varied substantially for this criterion, but overall were to a good level. As the command word is assess, the desired response would explore both the positives and the negatives of the suggested methods. A small number described rather than assessed.

AC2.2 Explain how technology is used to interact with customers

Similarly to previous years, a number of candidates explained various forms of technology that is available to EIAr Sport, without considering the 'interact with customers' element of the task. Additionally, to achieve the higher performance band, the technology suggested must be applied to EIAr Sport, thus must be relevant to the retail business.

AC3.1 Explain the effects of seasonality on retail operations

A number of candidates explained the concept of seasonality and gave examples, such as Football World Cup and the Olympics, but merely stated the effect on the sales of EIAr Sport. This criterion requires candidates to explain the effect on retail operations such as staffing, opening hours, promotions, product range, health and safety etc.

AC3.2 Explain measures retail business use to prepare for unplanned situations in daily retail operations

Evidence ranged for this assessment criterion. The evidence presented by a small number of candidates was very limited and focussed on dealing with situations rather than preparing for them.

AC4.1 Identify issues to resolve

AC4.2 Suggest actions in response to issues

AC4.3 Justify suggestions for change

The vast majority of centres completed these three sections of the report holistically, which is logical. Candidates must ensure that they complete the requirements of all 3 assessment criteria as a small number successfully identified issues to resolve and suggested appropriate actions in response, however, they did not justify their suggestions. AC4.3 was the weakest of the three as a number of candidates did not include or refer to examples in support of their suggestions to aid with the justification.

Summary of key points

- This qualification is graded and based upon all of the assessment criteria for the grade awarded being achieved, i.e. to achieve a Merit, all Level 2 Pass and Merit assessment criteria must be met. There is no compensation. If assessment criteria evidence is missing, then a grade cannot be awarded.
- The evidence should reflect the description of the performance band. Assessor feedback and annotation should refer to the description in these performance bands and clarify assessment decisions.
- Application was the main differentiator again this year, with a number of candidates submitting good quality reports that were generic and not sufficiently applied to the scenario; limiting attainment.
- For **Unit 3** there is a set brief from WJEC and it is strongly advised that all centres use this given brief.
- From September 2019 a new brief, with a new scenario will be available from the WJEC secure website. Centres have a choice in 2019 to use the EIAr scenario or the new one. In 2020 all centres must use the new scenario and the EIAr scenario will be withdraw



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk