



WJEC/Eduqas Level 1/2 Vocational Award in Retail Business (Technical Award)

Unit 2 Controlled Assessment Sample Assessment Briefs

Contents

UNIT 2: Customer Service for Retail Businesses	Page
Brief	4
Assignment Tasks	5
Guide to Controls	6
Mark Scheme	9

DRAFT

Unit 2: Customer Service for Retail Businesses

Assignment

SAMPLE ASSESSMENT MATERIALS

Assessment time: 6 HOURS

INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 6 hours. This is outlined clearly in the brief.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that you work independently from other candidates and make sure the work you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

INFORMATION FOR CANDIDATES

You and your teacher will be required to sign a declaration that all work presented is your own work.

You must not discuss or share any details of the tasks.

WJEC/Eduqas Level 1/2 Vocational Award in Retail Business (Technical Award)

Unit 2 – Customer service for retail businesses

Controlled Assessment

Assignment Brief

Review the customer service provision of a chosen retail business.

You have a total of 6 hours to complete this assignment (this time does not include collecting the research).

Candidate Assignment

Review customer experience for a retail business with a physical store and an online store.

Introduction

Having studied a range of retail organisations and their customer experience, you are independently required to carry out a review of the quality of customer experience at **one** named retail business.

Brief

Your chosen business is planning to review the quality of the customer experience as part of its business monitoring process. This year, the review will take account of both the shop/store and its website.

You will carry out the customer service review. You will report on your findings to the store manager.

You must:

- Design a **questionnaire** for the customer service review
- The sample for your questionnaire should include a minimum of 12 customers; this sample should include different types of retail customers
- Design a secondary research tool that can be used to assess the quality of the online customer experience
- Research the customer experience
- Produce a report for the manager of your chosen retail business.

Unit content	Tasks:	Evidence Required	Time	Controls	AOs	Marks	
2.3.1	<p>1. Create research tools for the customer service review. You are required to create:</p> <ul style="list-style-type: none"> a questionnaire that can be used to assess the quality of the customer experience provided in the physical store and used to survey a minimum sample of 12 customers; this sample should include different types of retail customers a secondary research tool that can be used to assess the quality of the online customer experience. <p>You must test your designs before they are used in Task 2.</p> <p>N.B Use of software packages such as Survey Monkey and Microsoft Forms is not permitted.</p>	<p>Final design of research tools</p> <p>Evidence of testing (e.g., examples of drafts)</p>	1.5 hours	<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO2	6	
N/A	2(a)	Research the customer experience for your chosen retail business.	Completed research tools	No control	N/A	N/A	N/A
2.3.2	2(b)	<p>Record and process your findings.</p> <ul style="list-style-type: none"> Questionnaire – a record of the information you collected including a minimum sample of 12; this sample should include different types of retail customers Secondary research – a record of the information you collected including your observations, any customer feedback posted on the internet, customer service standards, policies and charters of the retail business. 	Evidence of research carried out	1 hour	<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO2	6
	3.	<p>Produce a report for the manager of your chosen retail business.</p> <p>Your report should present and analyse the information you collected and draw conclusions about the quality of the customer experience based on your customer service knowledge, your questionnaire and your secondary research findings. The report must include reference to how customer service delivery differs across the retail channels i.e., the shop/store and online provision.</p> <p>The report must show your knowledge and understanding of customer service and explain how it relates to your chosen business, present your research findings and analyse and evaluate the quality of the customer experience at your chosen retail business.</p> <p>Your report must include the following:</p>	<p>Written report, including a range of diagrams. All research findings presented in an appendix.</p>	3.5 hours	<p>Supervision: Indirect</p> <p>Guidance: Direct</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>		

2.3.3	(a)	Suitable presentation techniques to present your questionnaire and secondary research findings. A range of diagrams should be used in addition to written communication.				AO2	4
2.1.1 2.1.4 2.1.5 2.2.1 2.2.2	(b)	A customer service profile of your chosen retail business. In this, you must: <ul style="list-style-type: none"> • show your understanding of the importance of customer service, the different situations in which businesses interact with customers and how customer service is carried out online • explain why customer service is important to your chosen business. • explain the different situations when your chosen business interacts with its customers • explain how your chosen business adapts its customer service to be carried out online • identify and explain the different types of customers and their expectations of your chosen business. 				AO1 AO2	8 8
2.2.3	(c)	An analysis of how your chosen retail business attempts to meet customer expectations both online and in its shop/store.				AO2 AO3	4 4
2.1.2 2.1.3 2.3.4	(d)	An analysis of how your chosen retail business demonstrates the key features and principles of good customer service.				AO2 AO3	4 6
2.1.2 2.1.3 2.3.4	(e)	An evaluation of the quality of the customer experience at your chosen retail business.				AO2 AO3	4 6
Total Marks							60

Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 6 hours. Candidates cannot exceed this time. Unit 2 tasks feature recommended timings that are for guidance only. Centres should discourage candidates from exceeding the recommended times or devoting insufficient time to this work.

Supervision

One level of supervision features throughout the Unit 2 assessment:

Indirect supervision	<p>Candidates do not need to be directly supervised at all times. The centre must ensure that:</p> <ul style="list-style-type: none"> • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>
-----------------------------	--

Guidance

Two levels of guidance features throughout the Unit 2 assessment:

Category of Advice/Feedback:	Direct	Indirect
Teachers can:		
Review candidates' work and provide oral and written advice at a general level in order to secure a functional outcome.	×	✓
Evaluate progress to date and propose broad approaches for improvement.	×	X
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	×	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	×	X
Intervene personally to improve the presentation or content of work.	×	X

Resources

Two levels of resource feature throughout the Unit 2 assessment:

Not Permitted	<p>The use of resources is not permitted.</p> <p>Access to the Internet is not permitted.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.</p>
Permitted	<p>Candidates have access to resources and/or preparatory as directed by the brief or unit guidance.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>Centres should refer to specifications or subject-specific guidance.</p>

Where the level of control is 'permitted', resources are limited as follows:

Task:	Resources permitted:
1	Any resources necessary to adequately research the chosen retail business in order to create effective research tools.
2	All Primary and Secondary research findings.
3	All Primary and Secondary research findings.

Collaboration

One level of collaboration features in the Unit 2 assessment:

Not permitted	Candidates should not collaborate in any way during the task.
----------------------	---

Mark scheme

Guidance

Assessment grids for Controlled Assessment Unit 2

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used in order to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question

Band Descriptor	AO1	AO2	AO3
Excellent	<ul style="list-style-type: none"> Aware of a wide range of detailed and accurate knowledge. Demonstrates fully developed understanding that shows relevance to the demands of the question. 	<ul style="list-style-type: none"> Knowledge and understanding is consistently applied to the context of the question/task. Practical skills are consistently and effectively applied and are of a high standard. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a highly effective way. Evidence is selected to construct an effective and balanced argument. Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Very Good	<ul style="list-style-type: none"> Effective and precise use of terminology. 	<ul style="list-style-type: none"> Is able to form a fully developed and thorough interpretation that is fully accurate. 	
Good	<ul style="list-style-type: none"> Has a range of detailed and accurate knowledge. 	<ul style="list-style-type: none"> Knowledge and understanding is applied to the context of the question/task. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an effective way.
Good	<ul style="list-style-type: none"> Demonstrates well developed understanding that is relevant to the demands of the question. Precise use of terminology. 	<ul style="list-style-type: none"> Practical skills are effectively applied and are of a high to medium standard. Is able to form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> Evidence is selected to construct a developed argument, that may not be presented in equal measure. Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
Satisfactory	<ul style="list-style-type: none"> Includes accurate knowledge. Demonstrates sound understanding that is relevant to the demands of the question/task Generally precise use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is mainly applied to the context of the question/task. Practical skills are appropriately applied and are of a medium standard. Is able to form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an appropriate and sound way. Evidence is selected to construct a sound argument <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Evidence is selected to construct a detailed one-sided argument. Evaluation that offers some judgements, with some link between conclusions and evidence.

Basic	<ul style="list-style-type: none"> Shows some accurate knowledge. Demonstrates partial understanding that is relevant to the demands of the question. Some use of appropriate terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is partially applied to the context of the question/task. Practical skills are of a medium to low-level standard. Is able to form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. Evidence is selected to construct a one-sided argument Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
Limited	<ul style="list-style-type: none"> Limited knowledge with some relevance to the topic or question. Little or no development seen. Very little or no use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is applied in a minimal manner to the context of the question/task. Practical skills are of a low-level standard. Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used with limited competence. Unsupported evaluation that offers simple or no judgements/conclusions.

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they're also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

Task 1

Create research tools for the customer service review.

You are required to create:

- a questionnaire that can be used to assess the quality of the customer experience provided in the physical store and used to survey a minimum sample of 12 customers; this sample should include different types of retail customers
- a secondary research tool that can be used to assess the quality of the online customer experience.

You must test your designs before they are used in Task 2.

[6 Marks]

Band	AO2
3	<p>5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a highly effective questionnaire that is error free and fit for purpose • an effectively structured design that uses appropriate language • that thorough testing has been carried out.
2	<p>3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • an effective questionnaire that is mostly error free and fit for purpose • a structured design that uses mostly appropriate language • that testing has been carried out.
1	<p>1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • a questionnaire that may contain errors and may not be fit for purpose • a design that lacks structure and that uses language that may not be appropriate • that some testing has been carried out.
	<p>0 marks</p> <p>Not creditworthy or not attempted.</p>

Assessment Guidance:

- a questionnaire designed and produced
- One secondary research tool designed and produced – e.g., internet/website research log or table with screen shots or printed out information of customer feedback, the retail businesses customer service policy or information.
- The research tools are well structured with a mixture of closed and open questions and in a design that allows accurate collation of results.
- The research tools allow the candidate to obtain the relevant information in the specification content e.g., features of customer service, principles of customer service, situations when retail businesses interact with customers, online customer services, types of customers and expectations of different customers and how the retail business meets these.
- Evidence of testing both research tools before they are used – e.g., copies of draft versions before and after testing.

DRAFT

Task 2(b)

Record and process your findings.

- Carrying out primary research – a record of the information you collected including a suitable sample used for a range of customers
- Carrying out secondary research – a record of the information you collected including your observations, any customer feedback posted on the internet, customer service standards, policies and charters of the retail business.

[6 Marks]

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective practice in customer research • highly appropriate and sufficient data has been collected from both primary and secondary sources • clear and rigorous collation of primary and secondary data and results • suitable size of sample used with a wide range of customers sampled • accurate processing of both primary and secondary data.
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective practice in customer research • appropriate and sufficient data has been collected from both primary and secondary sources • comprehensive collation of primary and secondary data and results • suitable size of sample used with a range of customers sampled • mostly accurate processing of both primary and secondary data.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some effective practice in customer research • brief or incomplete data has been collected from both primary and secondary sources • partial collation of primary and secondary data and results • size of sample used may be unsuitable (fewer than 12) or a limited range of customers sampled • an attempt to process both primary and secondary data with some accuracy.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

Assessment Guidance:

- There is evidence that both the primary and secondary research has been carried out e.g., copies of completed research tools.
- Evidence of a suitable sample (minimum of 12) for of customers with different profiles
- The research is accurately recorded on suitable summary documents such as a table of results or a tally chart collation.

Task 3

Produce a report for the manager of your chosen retail business.

Your report should present and analyse the information you collected and draw conclusions about the quality of the customer experience based on your customer service knowledge, your questionnaire and your secondary research findings.

The report must include reference to how customer service delivery differs across the retail channels i.e., the shop/store and online provision.

The report must show your knowledge and understanding of customer service and explain how it relates to your chosen business, present your research findings and analyse and evaluate the quality of the customer experience at your chosen retail business.

Your report must include the following:

Task 3(a)

Suitable presentation techniques to present your findings. A range of diagrams should be used in addition to written communication.

[4 marks]

AO2	AO1	AO2	AO3	Total marks
<p>Award 4 marks for an excellent use of presentation techniques to present findings. Layout and presentation are fully appropriate and accurate. There are a wide range of diagrams that are complete with few, if any, errors.</p> <p>Award 3 marks for a good use of presentation techniques to present findings. Layout and presentation are appropriate and generally accurate. Diagrams are appropriate with some range.</p> <p>Award 2 marks for a basic use of presentation techniques to present findings. Layout and presentation may be appropriate but may contain some errors and omissions. Diagrams may be appropriate but may be limited in range.</p> <p>Award 1 mark for a limited use of presentation techniques to present findings. Layout may be inappropriate, and presentation may be incomplete and contain errors and omissions. Diagrams may be few and contain errors.</p>		4		4

Assessment Guidance:

- The results of the research are presented in an appropriate structure. These can be hand drawn or produced using IT.
- A combination of charts, such as bar charts and pie charts are used appropriately and accurately together with a written summary of the main findings.
- The summary of results is accurate and includes the relevant information.

Task 3(b)

An explanation of the customer service profile of your chosen retail business.

In this, you must:

- show your understanding of the importance of customer service, the different situations in which businesses interact with customers and how customer service is carried out online
- explain why customer service is important to your chosen business
- explain the different situations when your chosen business interacts with its customers
- explain how your chosen business adapts its customer service to be carried out online
- identify and explain the different types of customers and their expectations of your chosen business.

[16 marks]

Band	AO1	AO2
4	<p>7-8 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a wide range of detailed and accurate knowledge • fully developed understanding that shows relevance to the demands of the task • well-chosen evidence/examples • effective and precise use of terminology. 	<p>7-8 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective explanation of the customer service profile of the chosen business • detailed and wholly relevant reference to the chosen retail business.
3	<p>5-6 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a range of accurate knowledge • developed understanding that is relevant to the demands of the task • appropriate evidence/examples • precise use of terminology. 	<p>5-6 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective explanation of the customer service profile of the chosen business • relevant reference to the chosen retail business.
2	<p>3-4 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some accurate knowledge • partial understanding that is relevant to the demands of the task • evidence/examples that are not always relevant • some use of appropriate terminology. 	<p>3-4 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some explanation of the customer service profile of the chosen business • some reference to the chosen retail business that may not always be relevant.

1	1-2 marks A limited response which demonstrates: <ul style="list-style-type: none"> • limited knowledge demonstrated. • little understanding relevant to the topic or task • no relevant evidence/examples • very little or no use of terminology. 	1-2 marks A limited response which demonstrates: <ul style="list-style-type: none"> • minimal explanation of the customer service profile of the chosen business • minimal reference to the chosen retail business that may not be relevant.
	0 marks Not creditworthy or not attempted.	0 marks Not creditworthy or not attempted.

Assessment Guidance:

- The success of any retail business can be linked to the quality of its customer service, this can increase customer spend, customer loyalty, attract new customers and improve sales revenue and profits.
- A retail business with a good level of customer service may find it easier to compete with other retail businesses. A retail business with poor customer service may find it difficult to compete.
- Clear references are made to the chosen retail business with direct reference to its products and types of customers, examples of its customer service and using the research data to develop points.
- Retail businesses will interact with customers in a number of different ways, such as sales, queries, advice, giving product information, dealing with complaints and after sales.
- Clear references are made to the chosen retail business with suitable descriptions of how that retail business specifically interacts with its customers and using the research data to develop points.
- Customer service in the store is adapted to make sure customers who shop online experience the same level of customer service. Online retailing is now very important with increasing numbers of people choosing to shop online, therefore it is important to offer customers good customer service online.
- The different situations of customer interaction are all offered seamlessly online e.g., sales, queries and advice.
- The different features of good customer service, for example, greeting the customer, interacting with the customer and identifying customer needs and expectations are transferred to an online platform.
- Clear references are made to the chosen retail business with suitable descriptions of how that retail business specifically adapts its customer service for its online shop and using the research data to develop points.
- Different types of customers of the chosen retail business are identified and described. These will likely include individuals, groups, different age groups and customers with additional needs. Other customer types may be identified and described depending on the chosen retail business. For example, a sport shop may have customers that are keen or professional sports people with a high level of product knowledge and a requirement for niche products or a florist may take orders from other businesses who purchase regularly and pay through invoicing.
- Customer expectations will often be based on a number of different needs such as information about what they are buying, communication with sales staff, asking for advice and obtaining information about prices and paying.
- The candidate response should focus specifically on their chosen retailer and not give generic and vague customer types and expectations and using the research data develop points.

Task 3(c)

An analysis of how your chosen retail business attempts to meet customer expectations both online and in its shop/store. [8 marks]

AO2	AO1	AO2	AO3	Total marks
<p>Award 4 marks for an excellent application to the chosen business. Wholly relevant points about how the chosen business meets customer expectations are made, and points are supported. Points made about both online and store are well developed.</p> <p>Award 3 marks for a good application to the chosen business. Relevant points about how the chosen business meets customer expectations are made, and points are largely supported. The response may lack balance although points made about either online or store will be well developed.</p> <p>Award 2 marks for a basic application to the chosen business. Points may be relevant to how the chosen business meets customer expectations but may lack support and responses may lack balance, focusing on online or store.</p> <p>Award 1 mark for a limited application to the chosen business that may be superficial or may lack relevance to how the chosen business meets customer expectations. Points may be generic and there may be reference to online or store only.</p>		4	4	8
<p>AO3</p> <p>Award 4 marks for an excellent analysis of how the chosen store attempts to meet customer expectations both online and in its shop/store. A range of issues may be analysed accurately and in detail. A range of customer types and situations are discussed, and analysis is insightful and perceptive.</p> <p>Award 3 marks for a good analysis of how the chosen store attempts to meet customer expectations both online and in its shop/store. A range of issues may be analysed with some accuracy and detail. A range of customer types and situations are discussed although analysis may be uneven.</p> <p>Award 2 marks for a basic analysis of how the chosen store attempts to meet customer expectations both online and in its shop/store. A range of issues may be analysed although the analysis may lack accuracy and detail. A range of customer types and situations are discussed without detail.</p>				

Award 1 mark for a limited analysis of how the chosen store attempts to meet customer expectations both online and in its shop/store. A limited number of issues are analysed, and the analysis lacks detail. A limited range of customer types and situations are discussed.				
--	--	--	--	--

Assessment Guidance:

- The candidate response should be specifically based on the chosen retailer and the research information that was collected. The response must consider both the physical store and online.
- Ways in which the retail business meets customer expectations should be clearly identified from the research data and then these should be analysed through considering how they meet and surpass customer expectations, the level of quality of customer service, how customer relationships are (or not) developed, how customer service contributes (or not) to a USP and how the customer experience is consistent (or not) between different channels.
- The response should include an analysis of different customer types and situations that are appropriate for the chosen retail business.

DRAFT

Task 3(d)

An analysis of how your chosen retail business demonstrates the key features and principles of good customer service.

[10 marks]

AO2	AO1	AO2	AO3	Total marks
<p>Award 4 marks for an excellent application to how the chosen business demonstrates the key features and principles of good customer service. Wholly relevant points are made and effectively supported. There is confident use of data and discussion is well-developed and balanced.</p> <p>Award 3 marks for a good application to how the chosen business demonstrates the key features and principles of good customer service. Relevant points are made and supported. The research data is used effectively, and discussion is balanced, or discussion of key features or the principles of customer service may be well-developed.</p> <p>Award 2 marks for a basic application to how the chosen business demonstrates the key features and principles of good customer service that may lack detail. Points may be relevant but may lack support. There may be some attempt to use the research data. There may be reference to key features and the principles of customer service, but discussion may lack balance.</p> <p>Award 1 mark for a limited application to how the chosen business demonstrates the key features and principles of good customer service that may be superficial. Points may be generic and there may be limited attempt to use the research data. There may be reference only to key features or the principles of customer service.</p>		4	6	10

Band	AO3
3	<p style="text-align: center;">5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective analysis of how the chosen retail business demonstrates the key features and the principles of good customer service • well-developed and balanced arguments, which include a wide range of the key features and the principles of good customer service • fully considered judgements, which are effectively supported by research data.
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective analysis of how the chosen retail business demonstrates the key features and the principles of good customer service • balanced arguments, which include a range of the key features and the principles of good customer service or a developed one-sided argument • considered judgements, which are supported by research data.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some analysis of how the chosen retail business demonstrates the key features and the principles of good customer service • limited arguments which include a limited range of the key features and the principles of good customer service and that may be unbalanced • some judgements, which may lack support by research data.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or not attempted.</p>
<p>Assessment Guidance:</p> <ul style="list-style-type: none"> • The key features include greeting the customer, interacting with the customer, identifying customer needs and expectations, building a rapport with the customer, encouraging feedback from customers, responding to feedback from customers and providing services and facilities for customers. • The principles of customer service include listen, respond, patience, empathy, courtesy, knowledge of products and services and team player. • The majority of these should be analysed using the research data and reference can be made to the physical store and online. • The response will link the features and principles with specific information collected in the research data. Highlighting positive and negative analysis on how the chosen business demonstrates (or not) the key features and principles. 	

Task 3(e)**An evaluation of the quality of the customer experience at your chosen retail business.****[10 marks]**

A02		A01	A02	A03	Total marks
<p>Award 4 marks for an excellent application to the chosen business. Wholly relevant points are made and use of research data is well-considered and confident.</p> <p>Award 3 marks for a good application to the chosen business. Relevant points are made, and research data is used effectively.</p> <p>Award 2 marks for a basic application to the chosen business. Some relevant points are made and there may be some attempt to use the research data.</p> <p>Award 1 mark for a limited application to the chosen business that may be superficial. Points may be generic and there may be limited attempt to use the research data.</p>			4	6	10
Band	A03				
3	<p style="text-align: center;">5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective evaluation of the quality of the customer experience at the chosen business • well-developed and balanced arguments which evaluate a wide range customer service issue • fully-considered judgements, effectively supported by evidence. 				
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective evaluation of the quality of the customer experience at the chosen business • balanced arguments which evaluate a range customer service issues <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • a well-developed argument that may be one-sided • considered judgements, supported by evidence. 				
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some evaluation of the quality of the customer experience at the chosen business • arguments which evaluate a range customer service issues that may lack develop and/or be unbalanced • some judgements, which may not be supported. 				
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or not attempted.</p>				

Assessment Guidance:

- The evaluation will consider all the previous tasks and give a detailed judgement on the customer experience at the chosen retail business. This will refer to the research collected and consider the physical store and online.
- Each aspect of customer service should be included and may be based on different customer types, situations where customers interact or on the features and principles.
- The research data should be used to reinforce the evaluation and the main issues should be identified and discussed.

DRAFT

Assessment Criteria for Unit 2:

Question			Mark Allocation											Total	AO1	AO2	AO3	
			Section															
			2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.2.1	2.2.2	2.2.3	2.3.1	2.3.2	2.3.3					2.3.4
1									✓					6		6		
2										✓				6		6		
3	(a)										✓			4		4		
	(b)		✓		✓	✓	✓	✓						16	8	8		
	(c)							✓						8		4	4	
	(d)			✓	✓							✓		10		4	6	
	(e)			✓	✓							✓		10		4	6	
Total			4	4	4	4	4	2	2	8	6	6	4	12	60	8	36	16