



EXAMINERS' REPORTS

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

SUMMER 2017

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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.

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RETAIL BUSINESS

Level 1 / Level 2 Award

Summer 2017

UNIT 1: CUSTOMER EXPERIENCE

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

General feedback

Most centres used the WJEC assignment brief and most selected an appropriate retail organisation. Whilst most organisations used by centres were appropriate, the adapted assignment briefs in many samples were not included, simply the WJEC model assignment. 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 on line presence and that it is sufficiently different to those studied as part of the learning process. Most candidates addressed the requirements of the assessment criteria, and it was good to see the evidence in many samples was applied.

There were a couple of centres that did not use a **retail business** and therefore did not follow the requirements of the controls. Please note that under the assignment controls 'Accepted changes to this model assignment' it states that:

- There should be no changes to the tasks
- The candidates only need to focus on one store/shop if the retail business has a number of outlets i.e. a national retail business
- The retail business must have an online and physical presence
- 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
- There can be no changes to the total time available for controlled assessment. Centres can, however, amend the suggested time available for each task.

Under the assignment controls 'Task Taking' it states that 'Candidates can access the Internet for Tasks 1 and 2a'. Centres should take note that candidates cannot use the Internet when completing 2b i.e. writing of the report. Candidates however can have access to their research and class notes.

The choice of organisation varied. Most centres selected large retail organisations such as JD Sports, Sainsbury's and Tesco. Supermarkets tended to be the most popular choice. These organisations are good as they provide lots of opportunities for candidates to research both the online and physical customer experience.

The research tools were improved and overall of a good standard. In this series most candidates designed more than one research tool which is the requirement of the assessment. The mystery shopper research tool is mandatory. Questionnaires were the most popular other research tool selected. Candidates are required to carry out some secondary research such as feedback on the Internet. Secondary evidence tended to vary. There were more candidates in this series that included the recording of secondary information and used the research within the body of the report to draw their conclusions about the customer experience.

Like previous series, there were still a few cases where it was difficult to ascertain who had designed the research tools, as they were all identical. All candidates must design two research tools. They should be individual and they must be included in each candidate sample. Candidates may be given a research tool for their research, however this cannot be credited as the candidate's own research tool. In future series the feedback must clarify what tool(s) the candidate individually designed.

Assessment evidence requirements

A revised assessment was added to the WJEC website in 2015. Both versions of the assessment were accepted this series. Centres are advised to use the revised version for **ALL** future assessments.

The revised version of the 'Customer Experience' has two tasks as follows:

Task 1

Plan research for the customer service review

Task 2, which is split in to two tasks

2a. Research the customer experience

2b. Report

Task 1: Plan research for the customer service review.

This task targets one assessment criterion, AC3.1 Design research tools.

The task requires candidates to design more than one research tool. The research tools should be designed for use as part of the review of the customer service for one retail business organisation stated in the candidate assignment brief. The research tool needs to consider the requirements of the other tasks and should include a mystery shopper research tool and at least one other.

The research tools did vary in quality and it was good to see in this series that most candidates did submit two research tools. Candidates who accessed the higher performance bands designed two or more research tools that were well structured and really focused on the customer experience enquiry. The design of the well-structured research tools were logical and they enabled the review to gain the relevant information about how well the customer experience is for the organisation investigated.

Task 2a: Research the customer experience.

This task targets one assessment criterion. AC3.2 Process information.

The task requires candidates to research the customer experience of the organisations' shop/store as well as the online customer experience and process their findings.

The research should include:

- Carrying out a mystery shopper exercise, both online and in their shop/store
- Questioning of a range of customers either through a focus group, interview or via a questionnaire
- Review any feedback posted on the Internet
- The customer service standards, policies and charters of the retail business. For example, establish whether the employees are following the customer service policies and practices required e.g. research whether a customer complaint has taken longer than the published number of days in the organisations refund policy; are customers greeted as per the organisation's customer service standards?

There should be a record of the secondary research undertaken and to access the distinction performance band the evidence should include an evaluation of the validity of the information they have obtained.

Candidates are required to process the research information. To access the higher performance bands there needs to be analysis of primary and secondary information (and evidence should include interpretation for the distinction performance band).

The research tended to focus on primary research. Like the last series, there were some candidates who did not include any secondary research. There was however a slight improvement. Most did not consider or link the secondary research to the report. The better candidate evidence included a range of secondary research and really considered what was a strength or weakness in terms of validity for each or most used.

The level of analysis varied but the majority of candidates included basic analysis. The more able candidates really engaged well with this part of the assignment and included some excellent clear and detailed analysis. Overall analysis at all levels tended to be applied throughout, which is good to see.

Task 2b: Report

This task targets six assessment criteria. Candidates are not permitted to use the Internet for this task. Candidates are required to use the research completed in task 2a and they are permitted to use any class notes.

AC1.1 Describe principles of customer service

Candidates are required to describe the principles of customer service. The evidence should be in relation to the retail business they are reviewing. For example, how retail business build rapport with their customers rather than a generic statement about building rapport is.

Use of the research undertaken relating to the businesses customer service standards, policies and or charters will assist candidates to produce a description of the principles of customer service in relation to the retail business they reviewed.

Research findings from the primary research and online customer reviews will also help the candidates to apply the principles to the retail business.

Candidate evidence varied. Most applied the information to the retail business. There were a few candidates however, that simply gave a basic outline of the principles in general terms rather than a description.

AC1.2 Describe situations when customers interact with retail organisations

Candidates are required to describe situations when customers interact with retail organisations. As the investigation relates to one retail business this should be applied to the organisation. The Distinction performance band can be awarded providing there is a wide range of situations covered within the retail business reviewed and there is a description rather than an outline. This evidence can draw on the interaction in relation to any customer interaction within the business. Candidates should consider the following situations although all do not have to be covered, as marking is holistic using a best-fit model:

- Sales
- Advice
- Provision of product information
- After sales
- Complaints
- Compliments
- Across different retail channels e.g. in store and online

Candidates should use the research carried out in task 2a to complete this task. For example, their mystery shopper observations, research from asking customers about situations when they interact with retail organisations and information researched on the Internet.

The differentiators for this task include the level of detail i.e. whether the evidence is an outline or a description and whether the candidate considers a wide range of customer situations when customers interact with retail organisations.

There were some good examples of situations where customers interact with retail organisations. The more able provided a description rather than an outline and included a wide range applicable to the organisation investigated. This task was generally well answered. The evidence of those who did not do so well at this task tended to lack detail and or did not consider customer interaction.

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

Candidates are to use their research in order to describe how the online service differs to that of the retail business' other channels. Candidates are not required to describe what an online service is. The evidence should be in relation to customer service rather than the advantages and disadvantages of an online retail channel. For example, both the store and online service provide customer advice and information, however the store is face-to-face service and the online advice is via an online chat room.

In this series it was good to see that more candidates considered the differences in relation to the organisation investigated.

AC2.1 Describe needs of different types of customers

Candidates are required to consider different customers and what those customer' needs are in the relation to the retail business they are reviewing. For example, a business customer may need to be served quickly if they are on a lunch break; a family with a baby may need to have large changing facilities if they are wishing to try on clothes. Candidates should use the research undertaken in 2a to apply the description to the organisation.

Candidates should consider the following needs:

- Information
- Health and safety
- Security
- Accessibility
- Communication
- Availability
- Advice

It was good to see a better understanding of customer 'needs' and some application to the needs for the retail businesses investigated. Some candidates, however, made very limited reference to needs and mixed 'needs' with 'expectations' i.e. what the retail business provides to meet customer expectations (assessment criteria 2.2). In a number of samples the evidence tended to be an outline rather than a description. It was very clear to see candidates who understood what customer needs are as their evidence tended to be very detailed and applied.

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

Candidates are required to explain how retailers meet the expectations of different types of customers. Expectations could cover a range of aspects such as:

- Meeting needs
- Quality of service
- Costs of service
- Customer relationships
- Brand image

Most candidates were able to identify ways in which the retail business meets the expectations of customers and used other examples of how other organisations meet customer expectations. A number of candidates simply described, rather than explained, what the retail business provides. Some candidates provided a general response rather than considering different customers. In some samples, the evidence covered a wide range of customers, however it was unclear what each customer type expectation is.

AC3.3 Present information

The evidence should relate to the review of the customer experience of the retail business. The structure, use of content, images and language are all assessed. The analysis of the information is assessed as part of task 2a.

A number of candidates used images, which is good. The presentation varied and the more able candidates included well-structured and applied content linked specifically to the retail business reviewed. This evidence tended to relate to the customer experience throughout. The level one presentation of information tended to include some irrelevant information or lacked key detail and the structure tended to be confusing.

AC3.4 Draw conclusions from research

The candidate evidence should relate to the findings of the investigation for the retail business and draw conclusions from the research. The analysis is assessed as part of 2a. It is the conclusions of the review that are assessed for this assessment criterion.

The conclusions varied in detail and number of conclusions that were given. The more able candidates used the research findings well to substantiate their conclusions. There was some evidence that was simply a description of the research conducted rather than conclusions with reference to research findings. This evidence tended to lack detail and was subjective.

Accuracy of marking

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 and should be selected using a best-fit approach. The assessor feedback should clarify the assessment decisions to support the moderation of the centres work. Annotation should highlight the evidence credited.

Overall marking tended to be marginally generous for some of the assessment criteria within task 2b. Evidence for assessment criteria 1.2, 1.2, 1.3 and 2.1 tended to be generous when performance bands selected a description when evidence was brief and in some at best there was a basic outline. For assessment criterion 2.1, in some cases evidence only referred to how the organisation met customer expectations i.e. evidence for AC2.2. There was no evidence in relation to 'needs' yet Level 2 Pass or Merit was awarded. For assessment criterion 2.2 some marking was generous where evidence was mainly descriptive and Level 2 Pass or above awarded.

In some samples marking was marginally harsh for assessment criterion 1.2. Some candidates were awarded Level 2 Pass when Merit was more characteristic of the evidence. Candidates do not need to include all of the content listed in the specification in order to describe a wide range of situations when customers interact with retail businesses.

Administration

Evidence was presented in appropriate formats. Evidence included authentication forms.

The feedback and annotation varied between centres. Good practice involves feedback being given against each assessment criteria, justifying the performance bands awarded and annotation which links to the feedback. Some samples simply included marks per assessment criteria and no feedback. Future series must include mark record sheets with feedback per assessment criteria. Sample mark record and feedback sheets are available within the sample assessment.

http://www.wjec.co.uk/qualifications/retail-business/wjec_level_1_2_retail_business_unit_1_customer_experience.pdf?language_id=1

Most centres sent the assignment brief with the candidate work, however there was limited evidence of quality assurance. Even if the WJEC assessment brief is used there should be evidence of quality assurance to confirm that the retail business selected is appropriate. The assignment brief adapted to the selected organisation for review should be submitted.

WJEC have produced a number of support materials that can also be accessed on the WJEC website together with details of training events for the next academic year. Please refer to the WJEC website for the latest version of the model assignments.

RETAIL BUSINESS

Level 1 / Level 2 Award

Summer 2017

UNIT 2: RETAIL BUSINESS

INTRODUCTION:

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 high number of good scripts. Much of this is down to good teaching practice as the candidates clearly understood the key terms from the specification.

Generally, it appeared that those centres making use of the stipulated 30 GLH to fully cover the specification contents in preparation for the examination fared better.

1. (a) (i) This question was well answered by most of the candidates. Some candidates however didn't state that the business was owned by the partners and many said it was owned by two owners and not two to twenty owners. **(AC1.2)**
1. (a) (ii) This question was well answered by many candidates. It was good to see a range of advantages and disadvantages being used by candidates. The question required candidates to give one advantage and one disadvantage of a partnership. However some candidates lost marks by giving two advantages or two disadvantages therefore not achieving both marks. When some candidates did identify both an advantage and disadvantage they did not always explain their points for the second mark. **(AC1.2)**
1. (b) (i) This question was well answered by some candidates who clearly understood the importance of location characteristics and most candidates achieved two of the four marks. However many repeated what was stated in the question saying that the people needed good access roads to access the market and they needed car parks to park their car which unfortunately was not developed to gain the extra mark. **(AC2.2)**
1. (b) (ii) The majority of candidates were able to identify and explain one disadvantage but few candidates progressed onto three or four marks. A significant number referred to access roads and car parks again when they could have talked about the competition from the surrounding shops, the weather as it was an outdoor market and the limited space a stallholder would have to display their goods. **(AC2.2)**
1. (c) (i) This question was well answered by the great majority of candidates. **(AC3.2)**

1. (c) (ii) Most candidates attempted this question correctly however some of the candidates calculated the first part of the question showing the increase in footfall but didn't add this to give total footfall for the second mark, resulting in many candidates failing to complete the calculation successfully. **(AC3.2)**
1. (d) (i) This question was well answered by the majority of candidates. Some candidates failed to name an event in their answer and gave general answers, such as hold a sale or give money off. A few candidates did mention events which didn't fit with the market scenario, such as a football match. The event should be linked to the business in the question. **(AC3.3)**
1. (d) (ii) This question was well answered by the majority of candidates but some explanations lacked detail and gained only one mark. An example would be that candidates explained that people bought more at Christmas but didn't say how that would increase footfall in the market. **(AC2.3)**
2. (a) The majority of candidates identified two retail channels but many descriptions lacked the necessary depth and clarity required for three or four marks. Marks were given when candidates correctly named a retail channel such as hybrid or concession but the second mark was not awarded if they could not say how this was appropriate for Ponsonby PLC. The strongest answers were when they explained how the business could sell online or how the business could sell through catalogues. **(AC1.1)**
2. (b) (i) This question was well answered by the great majority of candidates. **(AC1.2)**
2. (b) (ii) Some candidates produced very good answers and gained three or four marks but many didn't fully understand the term 'public limited company'. Many stated that it was owned by the government and many talked about the size of the business as being the only advantage. Many of the answers did not include an explanation to access the full four marks. **(AC1.2)**
2. (c) (i) Many candidates were unable to apply aspects of the survey to helping the business expand. Candidates were expected to look at how the research helped them identify their present market and how they could use this information to target them. Also how the research could identify new markets for the business. In addition, candidates could have suggested how the postcodes could show where their customers lived and how the business could target these customers in marketing, such as delivering leaflets. Some candidates made a good attempt and gained two to four marks with not many gaining the six marks. **(AC3.3)**
2. (c) (ii) It was pleasing to see many candidates showing a good knowledge and understanding of the economic factors. However many could then not apply the knowledge to the question which asked them to explain how it would affect Ponsonby's PLC's expansion plans, as a result many failed to access above three marks. However, there were many candidates who did not attempt this question. **(AC2.1)**

3. (a) This question was well answered by the great majority of candidates. **(AC1.2)**
3. (b) (i) The majority of candidates suggested realistic objectives such as increase sales and reduce costs. Mistakes were made when candidates didn't seem to understand what an objective was and were making statements which clearly showed this. **(AC1.3)**
3. (b) (ii) The great majority of candidates identified appropriate methods such as advertising campaigns, using new retail channels and diversification but were then not explaining their ideas in sufficient detail to gain the higher marks, resulting in many candidates achieving between 2-4 marks. **(AC2.3)**
3. (c) Many candidates provided sufficient knowledge and understanding to gain the first 2 marks. Many candidates identified that because it was a relatively decent sized population that there would be a healthy footfall for the business. Another common answer was that with a low level of unemployment people had money to spend in the shop. However, despite identifying these points they did not explain the points made in sufficient detail. **(AC2.2)**
3. (d) The majority of candidates provided a detailed answer and gained at least two marks. Many identified that the shop owner would have to increase her prices which could result in a fall in sales. However only a few identified that she could change suppliers or reduce costs in other ways such as reducing staff. **(AC3.1)**

Recommendations to centres:

1. The candidates need to know the terminology of the contents in the specification as some candidates were clearly unsure of key terms.
2. Candidates from centres who had clearly studied different retail businesses in their locality often gained higher marks as they were able to apply their knowledge and understanding to many questions. This holistic type approach is encouraged.
3. Teaching of good examination techniques is vital for candidates. A good number of candidates fail to read questions carefully, exemplify their answers, develop their answers and analyse / evaluate.
4. 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. Is the answer basic or is it detailed / developed? Does it answer the question?

RETAIL BUSINESS

Level 1 / Level 2 Award

Summer 2017

UNIT 3: RETAIL OPERATIONS

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

General feedback

Candidates tended to perform well at this assignment and generally followed the requirements of the tasks set. Evidence tended to be applied to the organisation, which was good.

Centres followed the WJEC assignment brief. Centres can change the scenario and replace EIAr Sports with an alternative retail organisation, however the changes must follow the requirements of the controls and assessments must be quality assured to ensure the assessment is fit for purpose.

Candidates are required to produce a report with recommendations based on the information provided in the scenario. Most candidates produced one report, however there were still a few candidates that approached the assessment in relation to assessment criteria and consequently parts of the evidence were generic and it limited the performance bands available.

There was a great improvement in the evidence for AC1.2 'rights of the retail employees'; AC1.3 'responsibilities of retail employees'; AC 3.1 relating to the 'effects of legislation on retail operations' which is good to see. Overall, the evidence was more applied compared to the last series.

Assessment evidence requirements

A revised assessment was added to the WJEC website in 2015. The scenario remains the same. Both versions of the assessment were accepted. Centres are advised to use the revised version for **ALL** future assessments.

The 'Retail Operations' assessment requires candidates to produce a report for the owner, Ela Arden. The report has two sections:

Section 1: Analysis of EIAr Sports current operation

Section 2: Proposed actions to change

Candidates are required to produce one report that draws on the analysis and proposes how the organisation should respond to change. The report must address all the assessment criteria within the unit. The candidates are to draw on the relevant content in relation to the organisation i.e. EIAr Sports.

AC1.1 Describe activities of retail functional areas.

Candidates are required to describe the activities within the functional areas for EIAr Sports and consider the store/shop and online using the information provided in the scenario and Appendix A. The functional areas could include:

- Sales
- Warehousing
- Customer service
- Marketing

- Administration
- Finance
- Human resources
- ICT and systems operations

The evidence should include a description of what is currently offered and it can also include a description of activities of functional areas in response to change.

Again, this part of the report was generally answered well. The more able candidates gave a good applied description whereas the less able candidates tended to provide an outline rather than a description of the different functional areas. A few candidates simply outlined the departments rather than the activities within the functional areas.

AC1.2 Describe rights of retail employees.

The candidate is required to consider the rights of retail employees in the scenario rather than the employers' rights. For example, the right to breaks. The level of detail in relation to the rights of the retail employees at ElAr Sports determines the performance band awarded.

Overall, this assessment criterion was answered well. Most evidence was applied and made some link to the scenario. There was, however, some evidence that was characteristic of Level 1 Pass as it was brief and theoretical.

AC1.3 Summarise responsibilities of retail employees.

The candidate should consider the responsibilities of retail employees in the scenario rather than the employers' responsibilities. Candidates should consider what the staff are responsible for at work, not the employer. Candidates should think about the company policies and legal responsibilities i.e. health and safety, equality and contractual. Candidates should consider the roles of the employees described in the brief and some of the activities they may carry out as part of their day-to-day duties. For example, employees have a responsibility to ensure that the store is free from hazards.

This assessment criterion was overall answered well. A number of candidates were able to provide a summary of the retail employees' responsibilities.

AC1.4 Describe the effects of legislation on retail operations.

The candidate must consider the effects of legislation on the retail operation, not just describe legislation that affects retail businesses. For example, how age restricted goods means that the retail business needs to consider the age of employees working on each shift or those who they employ. The retailer needs to consider the storage and licence requirements and the procedures to be followed to sell the goods. To access higher performance bands the effects of legislation needs to be applied to the organisation.

Most candidates in this series, were aware of the legislation affecting a retail business. A number of candidates did consider the 'effects' on the 'operations'. The less able candidates, however, tended to describe legislation in general terms and included detail that was not applicable to the operation.

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

The candidate is required to make an assessment of the methods used by retail businesses to encourage sales. The judgements can also refer to the choices not to use certain methods. Candidates should consider the plan in Appendix A (for example, the customer flow).

There are a number of methods that can be considered including:

- Signage
- Customer flows
- Product mix
- Product location
- Loyalty cards
- Promotions
- Services provided e.g. personal shopper
- Link sales

Where evidence was good it was clear that candidates understood the different methods and had developed the skill to make a judgement. Some candidates gave a score and reasons for the score, whereas others used terms such as 'it is good because..' or 'it is bad that they do not use this because...'. Where evidence was weak it tended to be descriptive rather than judgemental.

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

Candidates are required to explain how the technology is used to interact with retail customers i.e. how EIAr Sports uses technology with its customers. Evidence could include ideas as to how it could be used as a result of change.

Candidate evidence varied for this assessment criterion. Some evidence did not consider 'used to interact with customers'. This evidence tended to be an explanation of the different technology options available. Some samples were descriptive rather than explanatory.

AC3.1 Explain the effects of seasonality on retail operations.

The candidate should consider the effects of seasonality in relation to EIAr Sports and give reasons rather than just describe what seasonality is. The explanation needs to be linked to EIAr Sports. For example, the effect of the football season on the EIAr Sports etc.

Candidates can consider seasonality in relation to summer/spring/autumn/winter, calendar events or special events e.g. Wimbledon, Tour de France, festivals etc. When considering the effect seasonality has on EIAr Sports, the candidate must consider the 'effects' and this should be in relation to 'retail operations' i.e. staffing, opening hours, promotions, product range, health and safety, customer types, services provided and customer expectations.

Evidence varied for this task. There were some very detailed explanations, which addressed the assessment criterion well. In contrast there was some evidence which was brief and described what the seasons are and gave no explanation of the effects.

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

The candidate evidence must relate to the measures used to prepare for **unplanned** situations in daily retail operations. This assessment criterion is not about how to deal with situations but rather the measures used to prepare for unplanned situations. The unplanned situations can include any situation linked to the retail business. For example, a supermarket has security guards on the door so they are prepared in the event of a theft in store.

This assessment criterion evidence was much better than the previous moderation series. Evidence did still vary in quality with some being descriptive and brief. There was some evidence which did not address the requirements of the task as the candidates described rather than explained and simply discussed how to deal with situations rather than how to prepare for unplanned situations.

AC4.1 Identify issues to resolve.

Candidates must identify the issues to resolve rather than being given the issues from the scenario.

This assessment criterion performed well with most candidates achieving a Level 2 Pass performance band.

AC4.2 Suggest actions in response to issues.

Candidates are required to suggest actions in response to the issues identified in assessment criterion 4.1. The suggestions should include detail and be realistic in relation to the scenario.

Overall this assessment criterion performed well. Most candidates gave realistic suggestions. The suggestions however, varied in the level of detail.

AC4.3 Justify suggestions for change.

Candidates are to justify their suggestions for change given in 4.2. The justification of suggestions should include examples.

Evidence varied for this task. There were some reasoned justifications, however, in contrast some evidence was brief and lacked reasoning. There was some candidate evidence, which lacked any examples.

Accuracy of marking

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 and should be selected using a best-fit approach. The assessor feedback should clarify the assessment decisions to support the moderation of the centres work. Annotation should highlight the evidence credited.

Overall marking tended to be generous when awarding higher performance bands. The main areas were as follows:

AC1.2 some candidates were credited a Level 2 Pass when evidence was a basic outline.

AC 1.4 some centres awarded higher performance bands where the evidence did not consider the operation; simply a description of what the legislation is.

AC 2.1 higher performance bands were given where evidence lacked judgments and was mainly descriptive.

AC 3.1 some centres credited descriptive detail rather than explanatory evidence.

AC 3.2 some centres credited descriptive detail rather than explanatory evidence. In some centres credit was given for what could be done after an event rather than the measures retail businesses use to prepare for unplanned situations in daily retail operations.

AC 4.3 some centres awarded higher performance bands however, evidence lacked the use of examples and justifications lacked reasoning.

The evidence should reflect the description of the performance band selected. The feedback should clarify the assessment decisions to support the moderation of the centres work.

Administration

Evidence was presented in appropriate formats. Evidence included authentication forms.

The feedback and annotation varied between centres. Good practice involves feedback being given against each assessment criteria, justifying the performance bands awarded and annotation which links to the feedback. Some samples simply included marks per assessment criteria and no feedback. Future series must include mark record sheets with feedback per assessment criteria. Sample mark record and feedback sheets are available within the sample assessment.

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RETAIL BUSINESS

Level 1 / Level 2 Certificate

Summer 2017

UNIT 4: PROMOTION FOR RETAIL BUSINESS

INTRODUCTION: As in previous years there were only a small number of candidates entered. However, it is pleasing to record that nearly 45% achieved a Level 2 Pass or higher. The work produced was neatly presented, well organised and candidate responses to the different ACs were easy to identify.

As in previous years the assignment seemed to motivate the candidates to produce some detailed and interesting reports of a good standard. It was clear that the key terms had been taught and that some candidates had used their knowledge and understanding to good effect.

TASK 1:

AC3.1 – the majority of candidates achieved a Level 1 or 2 Pass as they explained two promotional activities. However, only a minority of candidates covered the bullet points given in the contents section of the specification.

AC2.2 – a minority of the candidates produced generic outlines / explanations as they failed to focus on their planned promotional activities meeting the two marketing objectives. However, it was pleasing to see some detailed explanations which gained a Level 2 Pass / Merit.

AC2.1 – very few candidates produced sufficiently detailed explanations to gain a Level 2 Pass. Some candidates were unsure of the target market.

TASK 2:

AC3.2 – the great majority of the candidates produced detailed, interesting and annotated visual merchandising designs which were appropriate to the retail business outlined in the brief. A3 card proved a popular choice as they provided ample room for the candidates to present their store design with relevant annotation.

AC1.1 – some of the candidates demonstrated a good knowledge and understanding of a range of visual merchandising principles and gained a Level 2 Pass or higher. Many candidates provided detailed word processed descriptions whereas others opted to annotate visual merchandising principles around their designs on A3 card. With regard to this year's cohort the word processed descriptions were generally more detailed and gained a higher grade.

AC1.2 – the candidates who gained a Level 2 Pass provided detailed descriptions of three health and safety requirements which were appropriate to the visual merchandising installation. However, some candidates provided basic and generic responses which restricted the grade awarded.

TASK 3:

AC3.3 – the great majority of candidates produced ICT designed posters of good quality and included relevant information such as social media links, website, email address, postal address, telephone number, etc. As a result many achieved a Level 2 Pass.

Overall, the candidates made a good effort to cover all the ACs. Candidates should be further encouraged to provide detailed descriptions / explanations in order to gain a Level 2 Pass or higher as many responses were too brief.

RETAIL BUSINESS

Level 1 / Level 2 certificate

Summer 2017

UNIT 5: STOCK CONTROL IN RETAIL BUSINESS

There were no entries in this series.

WJEC have produced a number of support materials that can also be accessed on the WJEC website together with details of training events for the next academic year. Please refer to the WJEC website for the latest version of the model assignments.

RETAIL BUSINESS

Level 1 / Level 2 Certificate

Summer 2017

UNIT 6: SELLING RETAIL PRODUCTS

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

General feedback

There were limited entries for this unit.

The WJEC assignment brief was followed.

Please note that centres can change the scenario and replace Mooncamp with an alternative retail organisation, however the changes must follow the requirements of the controls, and assessments must be quality assured to ensure the assessment is fit for purpose.

For this unit, the focus of the assessment is selling retail products. Candidates are required to experience selling retail products or services in three situations prior to the summative assessment. The learning situations should be different to the assessment. The candidate should draw upon these learning experiences in the assessment. Candidates should receive feedback for at least three selling situations prior to the summative assessment. This evidence and the summative assessed selling situation feedback should be given to the candidate before completing task 4. Candidates should use the evidence in order to substantiate their own evaluations.

Copies of the candidate feedback for the three learning selling situations observed should be included in the candidate's evidence as well as the candidate's own evaluations of others in three sales situations. It was good to see that the samples included the feedback of others, although feedback from others about the candidate's performance should also be included in each sample.

Each candidate file should include the following evidence:

Task 1:

- At least 3 completed evaluation/review forms commenting on the candidate's own performance in each of the three selling situations (completed during the learning process) – own performance feedback from others.
- Copies of 3 evaluation/review forms completed by the candidate evaluating the performance of another sales person in 3 selling situations – feedback of peers.

Task 2: A plan i.e. the preparation for the assessed selling situation. The evidence needs to include a description of the product knowledge required by staff (their role) and a description of the stages of the sales process.

Task 3: Assessor observation feedback of the assessed final selling situation.

Task 4: Personal evaluation covering the assessment criteria AC2.1, 2.2, 2.3, 4.1, 4.2 and 4.4.

Mark Record Sheet including assessor comments.

Assessment evidence requirements

A revised assessment was added to the WJEC website in 2015. The scenario remains the same. Both versions of the assessment were accepted. Centres are advised to use the revised version for **ALL** future assessments.

The 'Selling Retail Products' assessment has four tasks:

1. Review the selling skills of others
2. Prepare for selling with customers
3. Sell a tent to a customer
4. Review your own selling skills

Task 1 Review the selling of others selling.

This task targets one assessment criterion. AC4.3 Evaluate performance of others in sales situations.

Candidates are required to evaluate the performance of a sales assistant in three selling situations. The candidate evaluation should consider the key strengths and weaknesses and provide some constructive feedback. The candidate is required to make judgements relating to how well the observed sales assistant applied the principles of selling and understood the customer's buying behaviour.

All candidates used the proforma evaluation form provided. Candidate evaluations varied in detail. There were a few evaluations that provided detail and the evidence included conclusions about the sales assistants performance. A number of evaluations included straightforward conclusions and were only brief. Few used the scoring system to justify conclusions.

Task 2 Prepare for selling with customers.

This task targets two assessment criteria.

AC1.1 Describe product knowledge required by staff.

This task is designed to provide the candidate with the opportunity to develop product information about the tents that they will be required to sell in task 3. As the customer is not given until the start of task 3 the candidate needs to know about all the tents so that they can select the right tent to meet the customers' requirements.

The candidate should describe the product knowledge in relation to the assignment scenario i.e. for a selling situation involving selling tents. Candidates can consider the following product knowledge:

- Product source
- Expected life cycle
- Guarantee
- What the product is made of
- How to look after the product
- Size
- Product range
- Ancillary products
- How it works
- Availability

The product knowledge should be in relation to the scenario and the role of the sales assistant. For example, knowledge of where the tents are made; knowledge of the tent materials; how many people can comfortably sleep in each tent etc.

AC1.2 Describe stages of the sales process

The candidate is required to plan how they will go through the stages of the sales process with the customer in their selling situation. At this stage the customer is unknown. The plan is to consider the stages they could use and level of detail and exemplification determines the performance band awarded.

Candidates can consider the following stages which should be applied to the scenario i.e. selling a tent:

- Identifying sales opportunities
- Building customer relationships
- Questioning / exploring needs and wants
- Presenting features and benefits
- Overcoming objections
- Upselling
- Closing the sale

The evidence varied. Some evidence was descriptive, however some evidence was simply an outline. Few candidates really considered the stages in relation to the scenario and used this part of the task as a planning activity for the role-play. For example questioning, 'I can ask the customer what they will be using the tent for. I can ask how many people will be staying in the tent'.

Task 2 Sell a tent to a customer.

This task targets three assessment criteria.

The selling situation can be real or simulated. If the situation is simulated, the person taking the role of the customer must be briefed and provided with a customer profile (Appendix A in the assignment brief). The teacher should not play the role of the customer, so that they can focus on observing performance to make accurate assessment decisions. **No other candidate can be the customer.** It must be an actor, employer, teaching assistant, another teacher or member of staff.

AC3.1 Describe product features to customers

The candidate is to describe the features of the product(s) they are selling, for example describing to the customer what features the tent has. The candidate should consider the product knowledge required and apply it to the customer.

AC3.2 Explain benefits of product features to customers

The candidate is to explain the benefits to the customer, for example explaining why having a rain hood is a benefit to the customer wishing to buy a tent.

AC3.3 Maintain positive customer relationships

The maintaining of customer relations must be with 'customers' not one customer.

Overall the feedback and performance appears to have improved since the last series.

Task 4 Review your own selling skills

This task targets six assessment criteria.

The candidate is required to evaluate their own performance using the form provided (Appendix 4) making reference to at least three other retail sales situations where they have taken a selling role. The evaluation considers a number of factors i.e. other assessment criteria.

AC2.1 Assess factors influencing customer buying.

The candidate is required to provide an assessment of factors that influenced customer buying in the selling situations they dealt with. Candidates can consider the following factors:

- Cost
- Product specification
- Availability of stock
- Availability of finance
- Staff behavior
- Store ambience
- After sales
- Competition
- Brand image

The candidate evidence varied in detail and the level of assessment. In some samples the assessments were simple statements whereas in others there were judgments. Overall evidence tended to be brief.

AC2.2 Describe customer buying signals at different stages in the sales process.

The candidate should be looking at the buying signals they observed in their own selling situation. A generic description of what buying signals are will limit the performance band to be awarded.

The candidate's evidence varied in quality. A couple of candidates provided detail and described the buying signals covering a few stages. In a couple of samples the evidence was borderline pass as the outline was very brief.

AC2.3 Explain how products meet customer requirements.

The candidate is required to explain how the products they sold met the customers' requirements. For example if the customer wanted an ethically sourced tent the candidate needed to explain how the tent they sold the customer met this requirement.

This assessment criterion performed was poor. Much of the evidence was either descriptive rather than explanatory or brief.

AC4.1 Explain how the sales process is adapted in different situations.

Candidates are required to provide an explanation how the sales process is adapted in at least three different retail selling situations. Candidates could consider the three selling situations prior to assessment, and the selling situation in task 3. Candidates can also refer to other selling situations where they have taken a sales assistant role.

Evidence tended to be weak. A number of candidates made limited reference to the three situations and simply described what they did rather than explain how they adapted the sales process. Few candidates considered how their own performance was 'adapted' for each situation. Few considered the sales process.

AC4.2 Explain how previous experience influences performance in sales situations.

Candidates should explain how previous performance in at least three situations influences performance of the assessed selling situation in task 3. Candidates should draw on how the experience has influenced how they have handled the sale situation.

Like assessment criterion 4.1, the evidence tended to be weak. A number of candidates made limited reference to the three situations. Few candidates considered how their own previous experience influenced performance. Evidence tended to be descriptive rather than explanatory.

AC4.4 Evaluate own performance in sales situations.

Candidates are required to evaluate their own performance and refer to their own selling in at least three separate situations.

The evaluation of own performance differed in detail and reasoning. Few used feedback from others e.g. the observation of three selling situations prior to the summative assessment and the assessor feedback from task 3. Judgements tended to be subjective.

Accuracy of marking

Overall marking tended to be generous for many aspects of the assessment. In some instances, higher performance bands were selected for basic outlines rather than descriptions or explanations.

Administration

Evidence was presented in appropriate formats. Evidence included authentication forms and all samples were received by the deadline.

The feedback and annotation was good. Observation forms for the practical assessment were included with clear feedback in relation to the actual assessment criteria.

http://www.wjec.co.uk/qualifications/retail-business/wjec_level_1_2_retail_business_unit

WJEC have produced a number of support materials that can also be accessed on the WJEC website together with details of training events for the next academic year. Please refer to the WJEC website for the latest version of the model assignments.



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