EXAMINERS' REPORTS

LEVEL 1 / LEVEL 2 AWARD/CERTIFICATE IN RETAIL BUSINESS

SUMMER 2018

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

Online Results Analysis

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

Annual Statistical Report

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

RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2018

UNIT 1: CUSTOMER EXPERIENCE

General feedback

Most centres used the WJEC assignment brief and most selected an appropriate retail organisation. Most centres selected large retail organisations such as Next, Asda and Tesco. Supermarkets tended to be the most popular choice. These organisations are good as they provide opportunities for candidates to research both the online and physical customer experience. Whilst most organisations used by centres were appropriate, the adapted assignment briefs in many samples were not included, simply the WJEC model assignment. The learner and assessor assignment packs can be found on the secure website. There should be evidence that the assignment has been quality checked prior to submission. This is to ensure that the organisation selected is appropriate i.e. has a shop and online presence and that it is sufficiently different to those studied as part of the learning process.

Some centres did not award a grade for each assessment criteria. Grades should be noted against each assessment criteria on the Mark Record Sheets. Completed mark record sheets are useful in the moderation process as they support assessment decisions.

Assessment requirements

AC1.1: Describe principles of customer service. Learners are required to describe principles of customer service however some learners provided generic answers and did not include many of the principles as mentioned in the specification. Although all do not have to be covered, it is expected that they are used as guidance. The principles of customer service as listed in the specification are: Greeting the customer, Interacting with the customer, Building a rapport, Identifying customer needs, Providing services and facilities for customers, Encouraging feedback from customers, Responding to feedback from customers, Meeting legal requirements. This task was generally well answered.

AC1.2: Describe situations when customers interact with retail businesses. 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 Level 2 Merit performance band can be awarded providing there is a wide range of situations (at least 4) covered within the retail business reviewed and there is a description rather than an outline. As stated in the specification, candidates should consider the following situations: Sales, Advice, Provision of product information, After sales, Complaints, Compliments. Across different retail channels e.g. in store and online. This task was generally well answered.

AC1.3: Describe how customer service delivery differs across retail channels. The majority of candidates described online compared to in store customer service delivery. In order to achieve a Level 2 Merit for this assessment criteria, learners are required to highlight some differences. In some samples, learners had highlighted differences but had been awarded a Level 2 Pass however it is felt that their work is more characteristic of a Level 2 Merit. This task was generally well answered.

AC2.1: Describe needs of different types of retail customers. Candidates are required to consider different customers and what those customers' 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/ parent may need to have an easy experience whilst shopping with a baby. Some candidates, again this year, made very limited reference to needs and mixed 'needs' with 'expectations' i.e. what the retail business provides to meet customer expectations (AC2.2). In order for learners to achieve a Level 2 Merit, learners are required to refer to a wide range of customers, which is considered 4 or more in this instance.

AC2.2: Explain how retail businesses meet the expectations of different types of customers. Candidates are required to explain how the retailer in question meets the expectations of different types of customers. In order to gain the higher grades, learners must give a clear well, reasoned explanation. In some samples, it was difficult to find evidence for this assessment criteria as they concentrated solely on the customers' needs.

There has been a better understanding of AC2.1 and AC2.2 for this series. The majority of samples produced evidence for these assessment criteria within the same section of the report and therefore learners linked how the business meets the expectations (AC2.2) of the same customers as described in AC2.1, eg. the need of a family with a baby is an easy and straightforward experience whilst shopping (AC2.1) and the retail business may meet their expectations by providing parent parking or baby changing facilities (AC2.2).

AC3.1: Design research tools. Candidates must complete a mystery shopper exercise and there must be at least one other type of primary research used as well as secondary research. The research tools were 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.

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 must be individual and they must be included in each candidate sample.

AC3.2: Process information. In order to access the Level 2 Merit or Level 2 Distinction performance band the evidence should refer to the validity of the information they have obtained. Candidates are required to process the research information. The level of analysis varied but the majority of candidates included basic analysis. Overall analysis at all levels tended to be applied throughout. This task was generally well answered.

AC3.3: Present information. The evidence should relate to the overall presentation of the report. The structure, use of content, images and language are all assessed. The majority of candidates used pie charts in order to present their findings, which is an effective use of images. Many candidates were able to achieve the higher grade for this assessment criteria.

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 conclusions varied in detail and number of conclusions that were given. The more able candidates used the research findings well to substantiate their conclusions.

Accuracy of marking

The overall grade for some centres was incorrectly awarded. Please note that the specification states:

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

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

- To be awarded a Level 2 Merit grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

- To be awarded a Level 2 Distinction grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.'

There can be no changes to the total time available for controlled assessment. Centres can, however, amend the suggested time available for each task. Please note that the model assignment states that there are 6 hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated. It is felt that some centres may not be strictly adhering to these time limits.

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.

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 secure website for the latest version of the model assignments.

RETAIL BUSINESS

Level 1 / Level 2 Award Certificate

Summer 2018

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 good number of excellent scripts. Much of it 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 content in preparation for the examination fared better.

Candidates generally gained higher marks in Question 1, with 99.7% of candidates attempting the question.

Q1. **(a)** **(i)** This answer was correct for the great majority of the candidates. **(AC1.1)**

(b) **(i)** This question was well answered by the majority of candidates. Most correctly stated two advantages of starting up as a sole trader (**AC1.2**)

(i) This question was well answered by many candidates who could give two disadvantages of being a sole trader. Some candidates didn't develop their answers for the second of the two marks for each disadvantage. Marks were given if the candidates recognised the problems of working alone and having time off or holidays. However, there were common mistakes made usually around the sole trader working alone and didn't recognise that the owner could in fact employ staff to cover absence or illness and stated the business would close down if the owner was ill or on holiday. **(AC1.2)**

(c) **(i)** The majority of candidates were able to identify and explain one likely effect the opening of a new shop by a competitor would have on Antoinette's business and many candidates developed the answer for the second mark. Usually the answer given was that the new shop may offer a wider range of products or are able to compete on price so customers would go to the new competition and Antoinette would lose sales. However, there were a large number of candidates who just made a general statement such as the business would lose money without saying why this would be the case. **(AC2.1)**

(ii) This question was not as well answered as part **(i).** When the answers were weak many said the business would lose10% of their profit and many said the business would need to close down because of the rent going up by 10%. Many of the candidates did not recognise this was an increase in the costs of the business and the effect this increase would have on Antoinette's business. **(AC2.1)**

(d) **(i)** Most candidates answered this correctly and identified two different sales promotions that the business could introduce. If there were mistakes made, the candidate usually gave two forms of advertising rather than two forms of sales promotion. **(AC1.3)**

(ii) Many candidates answered this well and clearly understood what sales promotion and diversification are. More candidates were confident about talking about sales promotion rather than diversification and could see how these could help develop the business. Candidates did not achieve the higher marks if they talked about sales promotion and diversification under one umbrella and just said that they would bring in customers to the business. The higher marks were awarded when the candidates clearly talked about both sales promotion and diversification separately and could clearly see the effect of each one on the business. **(AC3.3)**

Candidates generally found question 2 the hardest with the lowest average score of the three questions. 99.1% of candidates attempting the question.

Q2. **(a)** **(i)** Many candidates clearly understood what a franchise was and many used the correct business terms eg franchisor and franchisee. Marks were not given if a candidate said that one business sells the other business' products and if the candidate just gave an example with no explanation of a franchise. **(AC1.1)**

(ii) If the candidates answered 2 (a) (i) correctly they usually went on to answer this part correctly. The majority who answered this question correctly talked about using an established, tried and tested business model that people recognised. Many recognised the support and advice given by the franchisor to the franchisee. Marks were not awarded if they didn't understand the role of the franchisor and then went on to make incorrect statements such as the franchisee isn't responsible for the debts of the business so they won't lose any of their money. **(AC1.1)**

(b) **(ii)** Most candidates achieved one mark from this question. The majority of candidates recognised that as people get older they may have a greater need for opticians and many candidates developed this answer to say this would increase demand and lead to more sales for the business. Fewer candidates talked about the adjusting of prices because of customers with more or less income, bringing in a range of products to appeal to this demographic and increasing marketing to target the ageing population. Only a few recognised that this age range might impact on the shop design, needing easy/disabled access or ground floor consulting rooms. **(AC2.1)**

(c) It was pleasing see many candidates showing a good knowledge and understanding of the economic factors and candidates were able to identify economic factors such as tax rates, employment levels, interest rates, inflation and linked these factors to disposable income. However many candidates could then not apply this knowledge to i2i Ltd and said that the economic factor would increase/decrease disposable income and repeated this three times. It is expected that candidates know specifically how each

economic factor will affect the business and not talk generally just referring to disposable income. **(AC2.1)**

(d) (i) This question was answered well with many candidates calculating the correct answer. If they did not put in the pound sign they were still given the mark but they had to say that the answer was in millions of pounds. **(AC3.2)**

(ii) Many candidates managed to get 2 out of 4 of the available marks. The question specifically asked for how improvements to the stores might help the business so we were looking for a newly decorated store, better displays, better layout etc. Many identified one improvement with only some identifying a second improvement. The most popular answers were that they kept customers interested and they were deterred from going to a competitor. Also candidates recognised that a newly furbished store would mean that they could attract new customers as the shop was now more appealing. Some candidates were unable to get the full four marks if the referred to non-store improvements such as customer service.

(AC3.3)
This was the lowest attempted question with 98.6% of candidates attempting the question.

Q3. (a) Many candidates showed good understanding of a hybrid with the two most popular answers being a mix of a physical store with an online store. A brief explanation of this was required for the second mark. Other good explanations included a book shop and café inside the same shop e.g. Waterstones and Costa. Marks were not awarded if they merely gave an example without an explanation or if they said a hybrid was a shop with two departments. **(AC1.1)**

(b) Although many candidates seemed to know facts about public limited companies generally their answers were not an evaluation of this type of ownership, therefore they were unable to get the full 4 marks available. To achieve full marks the candidates needs to state advantages and disadvantages of being a public limited company. Advantages included having limited liability, ease of raising capital through share issue and having their own legal identity. Disadvantages included unwanted takeovers, publishing yearly accounts and being expensive to set up. Candidates could achieve full marks with one advantage that was developed and one disadvantage that was developed. The better candidates usually concluded overall if it was beneficial to be a public limited company, however this was not required for the full 4 marks. **(AC1.2)**

(c) (i) This part was answered well with many candidates showed understanding of what it means to be an out-of-town retailer. Advantages included reduced business rates, ample car parking, good transport infrastructure and space for development as more space was usually available meaning bigger stores that in the town/city centre. Some candidates did get caught up with footfall as an advantage but often their reasoning was flawed on this point. Some candidates were also confused over whether JJ's Foodstores PLC had competition with other food retailers as they were located out-of-town. **(AC2.2)**

(ii) Candidates found this part of the question more difficult than part (i). Those who answered it well described how it might be a distance to travel and those people who had to use public transport would find the location difficult to get to. Also they recognised there might a limited number of shops compared to the town centre. Marks were not awarded by just mentioning footfall they had to show the difference in footfall when measured against urban shopping centres. **(AC2.2)**

(d) Many candidates were familiar with environmental issues that food stores such as JJ's face e.g. recycling, carbon footprint and so on. However, many candidates talked about these issues but often did not say how this would influence the products sold and the day to day operation of the business. Therefore many were awarded up to 3 marks for understanding shown on environmental issues but didn't pick up the full marks if they didn't apply it to the question asked. Many candidates mentioned recycling and buying reusable bags. Good answers included selling organic/Fairtrade products which can be more expensive and difficult to source. Selling local produce as less distance to travel reduces carbon footprint. Reducing energy consumptions, installing solar panels and biomass equipment which can be expensive to the business. **(AC2.1)**

(e) **(i)** Many candidates calculated this correctly for 2 marks, they were awarded 1 mark if they correctly did the first part of the calculation. **(AC3.2)**

(ii) The majority of candidates answered this correctly. Most candidates did the calculation for a week, those who then multiplied by 52 to find the difference for a year also were awarded full marks.**(AC3.2)**

(iii) Most candidates were awarded at least 1 mark for this question as most recognised that this would decrease their profits. However for the second mark the candidates needed to state that their costs had risen and if they employ many people this would be a substantial cost to the wage bill. Many of the better candidates did recognise that the business might want to increase revenue by raising prices to cover the bigger wage bill. **(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. Sometimes candidates overuse certain key terms such as footfall. Many use the term to mean customers and not potential customers of the business. Another overused word is disposable income with many candidates saying that a business has more or less disposable income.

3. Avoid repetition in development e.g. saying it will increase profit, increase footfall, less disposable income for each part of the answer.

4. 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.

5. Teaching of good examination techniques is vital for candidates. A good number of candidates fail to read questions carefully and answer the task that has been set.

6. Teaching of key command words such as analyse or evaluate would help candidates understanding of what is expected in their answers.

7. 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/Certificate

Summer 2018

UNIT 3: RETAIL OPERATIONS

General feedback
The overall performance of candidates was good in this unit. Generally, centres followed the requirements of the controlled assignment and set tasks. The evidence tended to be applied to the organisation, ElAr Sport.

Centres followed the WJEC assignment brief. Centres can change the scenario and replace ElAr 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.

The requirement of candidates is to produce a report with recommendation based on the provided information from the scenario. The majority of candidates produced one report, however there were a small number of candidates that approached the assessment in relation to the assessment criteria. As a result the evidence seen tended to be generic and thus limited the available performance bands.

A small number of centres did not follow the guidelines on awarding a summative grade. To be awarded a Level 2 Pass grade, a learner must meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band. If a learner has achieved a Level 1 Pass in a particular assessment criteria, then the overall grade should be a Level 1 Pass. Please refer to the specification for further guidance on assessment.

Assessment evidence requirements
The scenario, ElAr Sports has remained the same as previous years and is available on the WJEC secure website.

Unit 3: Retail Operations assessment requires candidates to produce a report for Ela Arden; owner of ElAr Sports. The report has two sections:

Section 1 – Analysis of ElAr Sports current operations.
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. All assessment criteria must be covered within the report. The candidates need to draw upon the relevant content in relation to ElAr Sports, which is the organisation.

AC1.1 Describes activities of retail functional areas:
Candidates are required to describe the activities within the functional areas for ElAr Sports and consider the store 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 required evidence includes a description of what is currently offered. Candidates may also include a description of activities of functional areas in response to change.

The application was the differentiator between the performance bands for this assessment criteria. The majority of candidates successfully described the activities of retail functional areas. The abler candidates fully applied the description to the functional areas within ElAr Sports. The less able candidates tended to outline the activities of the functional areas rather than describe them. Overall, this section of the report was answered well.

AC1.2 Describe the rights of retail employees:
The candidate is required to describe the rights of retail employees, such as the right to breaks. Generally, this assessment criterion was answered well. Most answers were described, with reference to the scenario. The level of detail in relation to the rights of the retail employees determined the performance band.

AC1.3 Summarise the responsibilities of retail employees:
Again, this assessment criterion was answered well. A small number focused on the employers' responsibilities rather than that of the employees, which was not relevant. A common feature in the responses was that employees have the responsibility to ensure that the store is free from hazards.

AC1.4 Describe the effects of legislation on retail operations:
Within this assessment criteria, candidates must consider the effects of legislation on retail operations. Some candidates only described legislation that affects retail businesses. An example would be, how age restricted goods (such as weapons) means that the retail business needs to consider the age of employees working on each shift, or those who they employ. To access the higher performance bands, the effects of legislation needs to be applied to the organisation.

There was good theoretical content in candidates' work and a number of candidates did consider the effects on the operations. Less able candidates tended to describe legislation in general terms that wasn't applicable to the organisation.

AC2.1 Assess methods used by retail businesses to encourage sales:
There are a number of methods that can be considered, including;

- Signage
- Customer Flows
- Product Mix
- Product Location
- Loyalty Cards
- Promotions
- Services Provided
- Link Sales

The requirement of candidates is to make an assessment of the methods used by retail businesses to encourage sales. This assessment criterion was answered well with the abler candidates showing good understanding of the different methods and making sound judgement. The less able candidates tended to describe rather than assess. A common approach for this assessment criteria has been the use of 'this is beneficial to the business because…' and 'the business chose not to do this method as…'

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 ElAr Sports uses technology with its customers.
In some instances, candidates the responses were focused on the available technology to ElAr Sports without being specific to 'interacting with customers.' Some candidates also described or explained a range of various technology that was not relevant to the business.

AC3.1 Explain the effects of seasonality on retail operations:
The effects of seasonality should be considered in relation to ElAr Sports. There should be an explanation of the effects on ElAr Sports, rather than a description of what seasonality is. There was a range of evidence presented for this assessment criteria with some using subheadings of the various seasons; such as summer, winter etc. Whereas some used subheadings of calendar or special events such as Wimbledon, Football World Cup and Christmas shopping.

When considering the effect seasonality has on ElAr Sports, the candidate must consider the effects on retail operations, i.e. staffing, opening hours, promotions, product range, health and safety etc. There was a variation in the evidence presented for this task. Some candidates gave very detailed and relevant explanations, whereas some evidence was descriptive with no consideration 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.
Most candidates met the requirements of this assessment criterion, however there was some evidence that was descriptive, or/and focussed on 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. Candidates performed well in this assessment criterion, with most candidates achieving a Level 2 Pass performance band.

AC4.2 Suggest actions in response to issues:
This criterion requires candidates to suggest actions in response to the issues identified in AC4.1. The suggestions should be realistic in relation to the scenario.
There was a variation in the level of detail provided by candidates which differentiated the performance bands. The majority of candidates gave realistic suggestions to the scenario.

AC4.3 Justify suggestions for change:
Candidates are required to justify their suggestions for change, as given in AC4.2. The justification of suggestions should include examples.
Some candidate evidence was absent of any examples to support justifications. Additionally, some evidence was brief and lacked reasoning. In contrast, the abler candidates gave detailed and reasoned justifications which were supported by appropriate examples.

Accuracy of assessment
This qualification is graded and based upon all of the assessment criteria for the grade awarded being achieved i.e. to achieve a Merit, all Level 2 Pass and Merit assessment criteria must be met. There is no compensation. If assessment criteria evidence is missing, then a grade cannot be awarded.

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

The assessment tended to be generous when awarding the higher performance bands. This was seen mainly in the following assessment criteria;

AC1.1 some candidates were awarded a Level 2 Merit when there was only limited application. In these instances, a Level 2 Pass is more appropriate.

AC1.4 some centres awarded a higher performance band when there was no, or limited application. When there is simply a description a Level 2 Pass should be awarded.

AC2.1 merit performance band was awarded by some centres when evidence lacked judgements.

AC2.2 where the explanation is not reasoned and applied, no higher than a Pass Level 2 can be awarded.

AC3.1 explanations need to be fully applied to access higher performance bands, some candidates were awarded a high performance band when the evidence, although detailed, was not applied to EIAr.

AC3.2 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.

AC4.3 some centres awarded the same outcome for this assessment criteria as they did for AC4.2. Assessment criteria 4.3 requires justifications and the use of examples, whereas 4.2 requires suggested actions. They are two separate criteria and should be assessed accordingly.

Administration
Evidence included authentication forms and was presented, on the whole, in appropriate formats.

The annotation and feedback naturally varied between centres and assessors. Good practice involves feedback being given against each assessment criteria, justifying the performance bands awarded and annotation which links to the feedback. Some samples, again this series, simply included marks per assessment criteria without any 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. 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 secure website for the latest version of the model assignments.

RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2018

UNIT 4: PROMOTION FOR RETAIL BUSINESS

INTRODUCTION

Approximately 35% of candidates achieved a Level 2 Pass or higher. This figure is less than in previous years but only a small number of candidates were entered. The candidates' work was generally well presented and organised. However, centres need to ensure that all the WJEC paperwork is completed and submitted on time. Candidate responses to the different ACs need to be clearly identified – this helps the moderation process and ensures the correct grade / level is awarded.

TASK 1:

AC3.1 – the majority of candidates only achieved a Level 1 or 2 Pass as they explained two promotional activities but included little from the contents section of the specification.

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

AC2.3 – the majority of candidates clearly understood the concept of the marketing mix but very few provided detailed / developed explanations of how the four Ps might work together to help achieve the marketing objectives.

TASK 2:

AC3.2 – many 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. Candidates using A4 sized paper struggled to include the necessary detail required for the Merit / Distinction.

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. As in previous years the word processed descriptions were generally more detailed and gained a higher grade.

AC1.2 – the candidates who gained a Level 2 Pass or higher provided detailed descriptions of three health and safety requirements. The descriptions showed good knowledge and understanding and were appropriate to the visual merchandising installation. However, some candidates provided simple and generic responses which restricted the grade awarded.

AC1.3 – the majority of candidates misunderstood the task requirements. As a result the responses were generic internet type answers with little reference to visual merchandising principles.

Overall, the candidates made a good effort to cover all the ACs. However, 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 Award/Certificate

Summer 2018

UNIT 6: SELLING RETAIL PRODUCTS

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, however, as previous series, the 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.

Assessment evidence requirements
The scenario remains the same.

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.

There was variation in the detail of the evaluations seen. Some evaluations were brief and mainly descriptive and subjective. In contrast, some candidates made reasoned judgements and fully evaluated the performance of others.

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 described in relation to the scenario and the role of the sales assistant. Some candidates were awarded the higher performance bands for this assessment criterion when the presented evidence was a brief outline with no description.

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

As pervious series, the evidence varied. Some evidence was descriptive; however some evidence was simply an outline. In these instances, Level 1 Pass is the appropriate performance band.

Task 3 - *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 performance and attainment in task 3 was good. In some instances, evidence was lacking or brief.

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 behaviour
- 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 and more of an outline, whereas in others there were judgments. Overall evidence tended to be brief with a limited number of candidates achieving the higher performance bands.

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 or an outline only of the buying signals restricted the available performance bands. In a a few candidates' work, 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. Performance within the assessment criterion was poor. In many candidates' work the evidence was descriptive and/or product focussed.

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.
A number of candidates described what they did, rather than explain how they adapted in different situations.

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. Evidence tended to be more descriptive than explanatory. Only some candidates considered how previous experience influenced their performance.

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.

There was a large variance in the detail for this assessment criterion. A significant number only described their performance or the judgements were not reasoned or supported. The evidence presented for this criterion was poor on the whole.

Accuracy of assessment

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. There was variation in the feedback and annotation. Feedback should be given on each assessment criterion and annotation should be linked and supportive of the awarded performance band. Not all relevant observation forms were included for the practical assessment.

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 secure website for the latest version of the model assignments.

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