

Level 1 / Level 2 Examiners' Report

Retail Business

Level 1/2

January 2025

© WJEC CBAC Ltd.



Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

Contents

	Page
Executive summary	5
Unit 1: The Business of Retail	6
Unit 2: Customer Service for Retail Business	12
Unit 3: Merchandising & Marketing Products	14
Supporting you – useful contacts and links	17

Executive Summary

This was the second winter series for this qualification, as with the first winter series, entries for all three units were low, with only a handful of centres cashing in the qualification.

Unit 1 Examination

The attempt rate for most questions ranged between 100% and 90%, which is an improvement on the last winter series. However, there was a continuation of many questions receiving low mean marks, this was particularly evident in the higher tariff questions and questions that assessed AO3.

Gaps in knowledge of key terms was evident, and centres are once again strongly encouraged to focus on developing classroom practices that allow the regular focus on key terms and improving this vital aspect of the examination.

Once again, candidates often made minimal attempts to apply their knowledge, when required. In this examination paper, there is a big allocation of AO2 marks, and questions clearly pinpoint when this is needed, however this is often ignored and no attempt is made to apply the answer in the context of the data given.

Unit 2 and 3 NEA

All centres used the correct brief for this assessment window.

Centre assessment of Unit 2 and Unit 3 was generally accurate. Most centres uploaded the work in the correct format and in one document.

It is recommended that centre assessors include annotation when they mark the work as this helps the moderator in understanding the marks awarded. Still, far too few centres include assessor annotation.

The assessment of the tasks requiring AO3 still has some concerns, these tasks require candidates to analyse and evaluate and offer more than brief descriptive responses, using their research to give judgements. Centres need to fully understand the requirements of these tasks and the descriptors given in the mark schemes before awarding marks.

Unit 3, Task1a and 2a, whilst there was a marked improvement across both tasks, still too many candidates tend to give only brief annotation to support their designs. Centres are encouraged to prompt candidates to understand the importance of annotating their designs.

Areas for improvement	Classroom resources	Brief description of resource
Retail knowledge	KEY TERM GLOSSARY IN THE UNIT 1 GUIDANCE FOR TEACHING KNOWLEDGE ORGANISERS	Definitions for all key terms Bank of resources to support knowledge of key terms
Assessing NEA work	EXEMPLAR MATERIAL ON PORTAL ASSESSOR PACKS ON PORTAL	To show what is required to obtain marks in different mark bands

RETAIL BUSINESS

Level 1 / Level 2

January 2025

UNIT 1: THE BUSINESS OF RETAIL

Overview of the Unit

This is the third sitting of the new unit 1 examination. Again, this January the examination was only sat by a small number of candidates who had chosen to cash-in the qualification in the Winter series.

It was good to see that most candidates attempted to answer most questions, although many of the responses made by candidates were short and brief. Many understood a range of key terms from the specification. However, some of the candidates demonstrated a lack of understanding of some key terminology and answers showed general knowledge and didn't show application to business knowledge.

Not all candidates showed understanding of the command words correctly, for example, not knowing exactly what is required in a discuss and advise question. These were the terms required for the eight-mark level marked question. In this qualification there are more level marked questions and understanding of the command words are essential to accessing the higher mark bands.

Some candidates used the data in the scenarios, however there is still a high proportion who seem to ignore the data which is written to help candidates understand the questions and also gives them information to be used in their answers. Many do not refer to the business in the question in their answers.

Comments on individual questions/sections

Section A

- Q.1** Candidates had to identify two tasks carried out by the finance function of a retail business. Most candidates attempted this with many getting one of the correct answers, that being creating a profit and loss account. However, not so many correctly identified analysing business performance as the second correct answer. The mean mark was 1.3.
- Q.2** This question asked candidates to identify a correct statement about a hybrid retailer. All candidates attempted this question with a mean mark of 0.6 out of 1.
- Q.3** In this question the candidates had to use information given to them in the form of a graph.
- (a)** Candidates had to state what was meant by the term sales revenue. Although this question was attempted by most, only just over half of the candidates could give a correct meaning of the term.

- (b)** For this question candidates had to show what was happening in the graph. 100% of candidates attempted this question with a pleasing average 1.3 marks out of 2.
Where marks were lost candidates did not describe where sales rose or fell and just gave a simple statement to cover the whole year. The best answers referred to specific figures in the question.
- (c)** Candidates found this question difficult. Although most candidates attempted it, they only scored 1.2 marks (out of 4) on average. The answers expected were that the business was selling less cars due to more people buying online. Or there is less demand for used cars as more people are buying new cars that are electric or hybrid. Other acceptable responses were awarded.
- Q.4** Most candidates attempted to give two factors to consider when deciding where to locate a physical store. The answers expected were cost of rent, size, footfall, access, infrastructure, competition or local demographics. The average mark was 1.2 out of the 2 marks available.
- Q.5** All candidates attempted this question where they were asked to identify two specific retail aims. Many of the candidates couldn't identify the correct answers of introduce click and collect and develop a multi-channel approach. Candidate only managed to score 0.4 marks on average for this question.
- Q.6** Candidates were asked to describe 3 terms on stock control.
- (a)** Candidates were required to describe what was meant by re-ordering stock. Most candidates attempted this question achieving an average of 1.1 out of the 2 marks available. The answers expected were when stock levels fall to a certain amount the business will re-order to make sure they never run out. Marks were also awarded if they recognised that perishable goods would have to be ordered frequently as they could not be stored for a long time before the shop would have to get rid of them as wastage.
- (b)** Candidates were asked to describe rotating stock. The answers required included that for food and other perishable products retail businesses will arrange the stock so that the oldest are placed before newer stock. Or, if they said that they find ways to sell older stock before the newer products. Only 89% of candidates attempted this question with the majority finding it difficult and the mean mark was only 0.1 out of a possible 2 marks.
- (c)** The final question on stock control was to give a valid description of EPOS. Candidates were awarded a mark if they recognised that electronic point of sale is a computer system that scans bar codes at the till. An extra mark could be gained for recognising that EPOS records sales and monitors stock levels, in fact many EPOS systems will have automated stock ordering. Only just over 53% of candidates attempted this question making it the lowest attempted question on the paper. The average mark only being 0.3 out of 2. Candidates didn't seem to know a lot about this retail term.

- Q.7**
- (a)** Candidates had to state what was meant by the term footfall. Most candidates attempted this question and showed a good understanding. The average mark was 0.8 out of a possible 1 mark.
 - (b)** This was a calculation of average footfall over a 4 month period. Most candidates attempted this question and just over 50% got it correct. Mistakes were made when candidates didn't divide the total by 4.
 - (c)** Candidates were asked why Sally should be concerned about the data shown in the table. It was expected that candidates would recognise that footfall alone does not guarantee sales. The data shows that sales is not increasing at the same rate as footfall, even though more people are entering the shop clearly not all are purchasing anything. The better candidates used the figures from the table to illustrate this. Most candidates achieved at least 1 mark but very few achieved the 3 marks available with the mean being 1.6 out of the 3 marks possible.
 - (d)** This question followed on for 7(c) and asked for a recommendation as to what the shop owner could do to improve the situation of higher footfall not being converted to sales. Although most candidates attempted this question many found it difficult to answer and unfortunately the average mark was a low 0.3 out of a possible 1 mark.

Q.8 Candidates were asked to explain how a national retail business, can use digital media and social media to increase sales revenue. There were two terms given in the question, but candidates mainly spoke about social media without referring to digital media at all. This meant that the average mark given for this question was only 1.4 out of 4, with most of the marks given for their understanding of social media rather than for digital media. For digital media the answers looked for were most national sports retailers have an online store where they can display products in an attractive and interactive way with high quality graphics. The sport retail industry is very competitive so using digital media to advertise and show products in a dynamic way can make the business look more appealing to competitors.

Q.9 The questions in this section are based around scenario 1 The John Lewis Partnership, the department store John Lewis and the supermarket Waitrose.

- (a)(i)** This question asks for an understanding of what was meant by a co-operative. Most (94%) of candidates attempted this question but it wasn't answered well with the average mark of 0.2 out of the possible 2 marks. The expected answers would show that the organisation is owned and controlled by a group of people who have an equal say in the running of the business. To develop this answer for the second mark they could state that the members would receive a share of any profits the business makes, this is called a dividend.
- (a)(ii)** This question asked candidates to state two key values of a co-operative. Again, candidates seemed to find this question difficult. Over 92% attempted this question yet the average mark was 0.3 out of 2. There were many answers that could have been given, to name a few examples; democracy, equality and fairness, honesty, membership is open and voluntary, profits are passed on to members fairly.

- (a)(iii)** Still on the topic of co-operatives, candidates were asked for one disadvantage of running a retail business as a co-operative. Expected answers included decision making is difficult as it may take a long time. Development of this point could be this is because everybody has a say in running the business. Other acceptable points were awarded marks. Just over 90% of candidates attempted this question, the average mark was 0.4 out of 2.
- (b)(i)** For 1 mark candidates had to state what is meant by a department store. The answers were mixed with around 40% giving a valid answer. Acceptable answers included large premises and sales space to sell a wide range of products.
- (b)(ii)** The question asked for candidates to identify one high value item sold by John Lewis department store. There were many acceptable answers, we accepted designer perfume, designer clothes, large electrical appliances, furniture, jewellery and any other valid answer. Nearly all candidates attempted this question with 70% achieving a mark.
- (c)(i)** Candidates needed to show knowledge of branded and own-label products for this question. Most candidates attempted this question, the mean was 1.4 out of a possible 3 marks. To get the marks, answers such as offering branded and own-label products would appeal to more customers. Some customers will only buy brands even if they are more expensive, so they have to stock branded goods. Some customers want to go for cheaper options so they will pick own-label products. Any other valid explanation was accepted. A percentage did incorrectly write that the own label products were more expensive than the branded ones.
- (c)(ii)** For this question candidates had to identify one possible perishable product sold in a Waitrose supermarket. We accepted any suitable fresh food, frozen food, bakery item, a suitable packaged food, fresh drinks, flowers and pharmaceuticals, so a wide range to choose from. Most attempted this question, and the mean was 0.8 out of 1.
- (c)(iii)** Candidates were asked to identify one possible high-volume product sold in a Waitrose supermarket. We accepted milk, bread, chocolate, fruit, toilet rolls, shampoo, pet food, bottled water and any other valid example. Most attempted this question with 50% answering correctly.
- (d)(i)** This question tested understanding of an out-of-town retail park. Most candidates attempted this, but the question only had an average of 0.3 out of 1. Some were writing that out-of-town meant a shop in the countryside. It was expected that they mention it was located away from town or city centres with easy access and good parking facilities with a number of different businesses. There were many ways to get the mark.
- (d)(ii)** Candidates were required to explain one advantage and one disadvantage of John Lewis locating in an out-of-town retail park. Marks were awarded for giving one advantage and one disadvantage and the other 2 marks for explaining their answers. Advantages included attracting customer from a wider geographical area, having a larger premises than in the town or city centre and easy access for deliveries. The answer, they would have a possible higher footfall, was not accepted. Disadvantages included possible lower footfall and less accessible to some customers who didn't drive.

Explanations of these points would secure the second mark. Most attempted to answer this question but the average mark was 1.4 out of 4.

- (e) This was a level marked question where candidates were asked to discuss how John Lewis Partnership's commitment to acting ethically and using environmentally friendly practices will impact its business activities. If they give a basic response with partial application to John Lewis Partnership with some analysis or evaluation skills they were in band 1. For band 2 they needed a good response applied to the John Lewis partnership with effective analysis and evaluation skills. For band 3 they needed a very good response which was applied consistently to the context of the John Lewis Partnership and showed highly effective analysis and evaluation skills. Most got into band 1, some got into band 2 but there was no evidence of band 3 in this sitting. Many candidates referred to environmentally friendly practices and how they impacted business activity. Only a small number referred to both acting ethically and using environmentally friendly practices. Ethics was the weakest area in the answers. Not all candidates understood what the question was asking them to do and many of the answers were very short and not applied to the John Lewis Partnership. This meant that they could not get above band 1. Out of the 8 marks available the mean was a low 1.9.

- Q.10 (a)** Candidates were asked to state three features of a private limited company. Many put the answer of limited liability and many talked about the buying of shares, even though some thought they could be advertised for sale. The answers that were expected along with limited liability was own legal status, owned by shareholders, shares can be sold privately, publish annual accounts and small to medium size businesses. Any other valid feature was also accepted. Out of the 3 marks available the mean was 0.5.
- (b) The question asked candidates to identify the current scale of operation for the business. The expected answer was local as it was only in Leeds. There were a variety of different answers with many not understanding what was meant by the scale of business. The average mark was only 0.2 out of a possible 1 mark.
- (c) Candidates were asked to explain why Holidayz would find it difficult to compete with well-known national travel agents. For band 1 a basic response was require partially applied to Holidayz. Also, for this band some explanation was required. For band 2 a good response was required with knowledge and understanding applied to the context of Holidayz, and an effective explanation of the difficulties of competing with national scale travel agents. Finally for band 3 a very good response was required which showed thorough knowledge and understanding that was applied consistently to Holidayz and was supported by a highly effective and well-developed explanation of the difficulties of competing with national scale travel agents. Of the 6 marks available the average mark was 2.1 with candidates needing to apply their answers to the business in the question more. Also, very little detail was written in most of the answers making it difficult to move up the bands. No level 3 was seen in this sitting. The answers we were looking for were Holidayz had less resources to spend on marketing campaigns to attract new customers. As they operate on a small scale they probably offer a smaller range of holidays. Another problem is that they operated in Leeds only and had no online presence.

When sourcing flights and hotels they wouldn't be able to get the same cost as the national travel agent as they are more likely able to negotiate a lower price.

- (d) For the penultimate question candidates had to evaluate the impact of two economic factors on travel agents in the UK. Generally, there was a lack of understanding shown of economic factors. If the economic factor was not named correctly such as disposable income but the candidate described the lack of buying power due to situation in the UK meaning people had less money to spend, then the candidates were awarded marks for understanding. It was vital that candidates knew what the command word evaluate means and that they looked at the positive and the negative. For band 1, a basic response showing knowledge and understanding that was partially applied to the context of travel agents was required. The response should show some analysis and evaluation skills. For band 2, candidates needed to show a good response related to travel agents in the UK. The response needed to show effective analysis and evaluation skills. For level 3, it was expected that the candidate gave a very good response which demonstrated thorough knowledge and understanding that was applied consistently to the context of travel agents in the UK. It should have had highly effective analysis and evaluation skills. The mean for this question was only 0.8 out the 6 marks available. Economic factors could have included consumer disposable income, levels of employment, interest rates, tax rates and inflation.
- (e) The final question on the paper asked candidates to advise Holidayz whether they should open 6 new physical stores or introduce a multi-channel approach by starting an online store. This was the best done of the level questions and it had a mean of 3.2 out of a possible 8 marks. For band 1, a basic response showing knowledge and understanding which had been partially applied to the context of travel agents in the UK was required. Some analysis or evaluation skills were expected. For band 2, a good response showing knowledge and understanding was expected with effective analysis and evaluation skills. For band 3, a very good response was expected with thorough knowledge and understanding that is applied consistently to the context of travel agents in the UK. The response needed to show highly effective analysis and evaluation skills.

RETAIL BUSINESS

Level 1 / Level 2

January 2025

UNIT 2: CUSTOMER SERVICE FOR RETAIL BUSINESS

Overview of the Unit

Unit 2: Customer Service for Retail Business assesses candidates' ability to construct, collect and present market research by drawing conclusions from their findings. Candidates select a retailer that has both an online and physical presence. Most selected appropriate retailers such as well-known high-street brands or supermarkets.

The unit assesses all three assessment objectives with a strong focus on AO2 due to the requirement to carry out both primary and secondary market research. The primary research tool changes on a yearly basis; this year's tool was a questionnaire, and all candidates successfully used this tool.

This Non-Examination Assessment is 6 hours in length.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

The primary research method for this series was a questionnaire. Candidates found this method accessible and generally performed better than previous years in this particular task. A welcome improvement was that all centres fully adhered to and followed the guidelines around the use of questionnaires as opposed to other methods such as interviews or mystery shopper checklists.

A continual improvement from previous series was the use of collected data. Candidates made good use of the data collected from primary and secondary sources. Higher achieving candidates successfully collated their findings into tables and charts and then effectively used these to produce diagrams and graphs to record their findings. There was a strong correlation between attainment at these practical tasks and the AO2 in other tasks. Where candidates performed diligently in presenting the data, they were able to access the information more easily to then apply their written responses to their chosen retailer.

For the last task of the NEA, 3e, there is a requirement to evaluate the customer service at the chosen retailer. Candidates should refer to their collected evidence to support their judgements, aiming for a balanced and well-developed response. However, some approached this task by offering a summary without clear evaluation and hence missed out on AO3 marks which are awarded for the evaluation.

Task marking

Comments on approaches to internal marking

Task 1

This task continues to be an area of strength with the assessment being generally accurate across all mark ranges. Although there were some improvements to the testing element of the task with candidates producing different drafts with clear development some still missed this element out completely, thus limiting attainment.

The best examples included self-reflection on how the improvements made to draft 2 allowed them to collect better market research.

Task 2b

The primary research tool for this series was a questionnaire and candidates found this very accessible and naturally allowed collection and collation of data. The collation of research findings was slightly better in comparison to previous series; however, this area could be further improved through the use of techniques such as tally charts. In terms of secondary research, candidates collected a vast array of evidence with most coming from review websites such as Trustpilot. An increasing number of candidates made good use of their secondary research findings by effectively processing and displaying their results.

Task 3a

Although there was an improvement with the variety of diagrams and graphs used by candidates this wasn't always correctly identified by assessors. For this task we are looking for the appropriateness of the diagrams with interpretation, which is often an area that is forgotten about and not included.

Task 3b

Within this task, both assessment objectives 1 and 2 are assessed with 8 marks available for each one. In continuation to previous series, assessment was accurate and consistent by most assessors and candidates demonstrated their knowledge and understanding of the theory within their reports.

Task 3c

This task is the first within the NEA that has the command word 'analyse.' Often, candidates ignore the command word and answered the brief with a description or an explanation rather than the requisite analysis which requires more developed and detailed responses. On occasion, assessors missed this and were overly generous in their assessment of AO3. Customer types continue to be the weaker aspect of the task, and more focus should be placed on this within the teaching and learning aspect of the course.

Task 3d

In previous moderator reports for this task, I have noted that this is a weakness of the NEA as candidates were not fully covering the specification by only focussing on either the principles or the features of customer service and not both as required. Assessment was more accurate than previous series' however, still slightly generous with both assessment objectives. This often came down to awarding candidates too high of a mark when they only analysed a limited amount of the subject area.

Task 3e

Please note that Task 3e is an independent task with 10 marks available. We increasingly saw that candidates provided a short summary for this task, which was generously assessed. The command word for this task is evaluate and as such a balanced, developed and evidence-based response is required. Very few candidates made effective use of their research findings as key pieces of evidence to support their judgements. Where candidates did make use of the evidence in support of their conclusions and judgements, some sophisticated and developed evaluative responses were seen.

RETAIL BUSINESS

Level 1 / Level 2

January 2025

UNIT 3: MERCHANDISING AND MARKETING RETAIL PRODUCTS

Overview of the Unit

There were very few entries for this unit in the winter series however those who did enter showed good understanding of the NEA with clear and marked improvements compared with previous series'. This unit assesses all three assessment objectives, with 8 marks for assessment objective 1, 36 marks for assessment objective 2, and 16 marks for assessment objective 3. The creative tasks (Tasks 1a and 2a) allow candidates to express their creativity and apply their retail business understanding in a practical way. These tasks change yearly. For this year the tasks required candidates to design a visual merchandising installation for a shop window (Task 1a) and to design an A3 size promotional poster to be displayed in the local area (Task 2a).

The brief for this year centres around a charity called 'Animal Rescue.' Within the brief their current operations are noted in addition to key information such as their aims for the next year. The information contained within the brief is key as candidates need to apply their responses to the retailer. As noted in the previous paragraph, over half of the marks available for this NEA is for assessment objective 2 therefore application is essential for success.

A welcome improvement was that all centres used the correct brief and thus presented the correct tasks. In previous years, centres have used the brief from the SAM's which will not be accepted. The assessment for this unit was on the whole accurate across the majority of tasks. This unit was well presented for moderation with most centres uploading one single document. Where centres uploaded more than one document, i.e. Task 2a separate to the other tasks – it was clearly labelled and allowed ease of navigation to moderate.

Terminology continues to be a weakness with candidates answering in generic terms and as a result miss out on AO1 marks which are for knowledge and understanding.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

In the previous moderator report for this unit, I noted that the main weakness was the lack of annotation for Tasks 1a and 2a. There were two areas of concern in terms of this; firstly, the annotation was far too brief, and secondly the assessment was overly generous. In terms of the assessment being generous, assessors tended to award the mark band based on the design without too much focus on the annotation. There was a marked improvement in this series with the annotation and some very good examples could be seen. The best examples provided detailed annotation that was based on the subject area and supported and justified the designs. Increasingly this year, the annotation was provided on a different page and this practice allowed candidates to better develop their responses.

Task marking

Comments on approaches to internal marking

Task 1a

Candidates are required to design a visual merchandising installation and apply the design principles throughout. For this series, the focus was on creating a window display. Candidates were required to annotate their design to show the reasoning behind their ideas and how they align with the design principles. Similarly to the previous series, the designs were appropriate, however a noted improvement was the detail of annotation which was far greater than previously seen. The assessment was far more accurate although there was still a tendency to be slightly generous in the selection of the mark bands.

Task 1b

This task requires candidates to analyse how the visual merchandising installation that they designed meets the visual merchandising principles. The task was well answered by candidates, and assessors were generally correct in their assessment of both assessment objectives 1 and 3.

Task 1c

There are two aspects to this task and in order to achieve the higher marks candidates must cover both. There is a requirement to analyse how the installation meets the aims of the retailer and also how it engages with its type of customers. The aims aspect was generally well presented and good analysis was seen. However, types of customers were limited in evidence and sometimes missed from the task completely which limited the attainment of the candidates. With the command word being 'analyse' developed and reasoned responses were expected. Assessment tended to award too high a mark for AO3 when the response was more of an explanation as opposed to the required analysis.

Task 1d

This year's brief required candidates to adapt the principles of visual merchandising to pop-up shops. On the whole, this was well answered, and a wide range of different responses was seen. Where candidates performed poorly it was often to unsecure knowledge of temporary shops which meant it was difficult for candidates to apply the visual merchandising principles to them.

Task 2a

Similarly to Task 1a, we saw a marked improvement in this task with the annotation far more detailed and focussed on the design features. This year, the requirement was to produce an A3 size promotional poster that could be displayed in the local area. Candidates fully understood the task and almost all used ICT software to produce the poster.

Task 2b

For Task 2b candidate responses were appropriate and overall, the assessment was accurate and consistent. Better candidates referenced their design and annotations and successfully analysed how they allowed Animal Rescue to target its potential customers and its aims. Similar to Task 1b the customers aspect of the task is weaker than the aims and should be targeted within the teaching and learning for the qualification.

Task 2c

Candidates struggled more with this task than in previous years and appeared to find it difficult to apply the scenario to various technology for promotion. Despite this, some very good answers were seen especially in terms of how social media could be used by the retailer to promote its activities.

Task 2d

All three assessment objectives are assessed in Task 2d, with 10 marks available overall. With the command word 'evaluate' the main focus is on assessment objective 3, with 6 of the 10 marks being awarded for it. In comparison to previous years', the detail provided was greater and more in depth with almost all candidates attempting to cover all four aspects of the marketing mix. The evaluation was far better than the previous series and the assessment more detailed and accurate. The use of annotation by the assessors was very good and justified the marks awarded for each assessment objective.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 22404257

Email: business@wjec.co.uk

Qualification webpage: [Level 1/2 Vocational Award in Retail Business](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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