



# Level 1 / Level 2 Examiners' Report

Retail Business

Level 1/2

Summer 2024

## 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.<sup>1</sup>

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.	<a href="https://www.wjec.co.uk/home/professional-learning/">https://www.wjec.co.uk/home/professional-learning/</a>
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.	<a href="#">Portal by WJEC</a> 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: <a href="#">Results, Grade Boundaries and PRS (wjec.co.uk)</a>

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<sup>1</sup> 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.	<a href="#">Portal by WJEC</a>
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.	<a href="https://resources.wjec.co.uk/">https://resources.wjec.co.uk/</a>
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.	<a href="#">Portal by WJEC</a> 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.	<a href="#">Become an Examiner   WJEC</a>

## Contents

	<b>Page</b>
Executive summary	5
Unit 1: The Business of Retail	7
Unit 2: Customer Service for Retail Business	12
Unit 3: Merchandising and Marketing Retail Products	15
Supporting you – useful contacts and links	18

## Executive Summary

### Unit 1 Examination.

This was the first real entry for the examination with most centres using the summer assessment window to enter for the exam.

There were many questions in this paper that just assessed AO1 and required candidates to recall basic retail business terminology. However, it was very disappointing to see so many gaps in knowledge through the paper and so many candidates unable to define key business terms such as market share, competitive market, consumer income, temporary shop and transport hub. Centres are strongly encouraged to focus on identifying classroom practices that allow the regular focus on key terms and improving this staple aspect of the examination. Linked to this is the need for candidates to be more precise and offer more detail in the 1-mark and 2-mark AO1 questions.

Candidates often do not make any attempt to apply their knowledge. There is a big proportion of AO2 marks and questions clearly pinpoint when this is needed, however this is ignored and no attempt to apply the answer in the context of the data given. This focus on AO2 will be a constant for this exam so centres need to develop candidates' ability to apply their responses.

Centres need to read questions more carefully and understand what the questions require of them. For the higher tariff questions, centres need to practice, using the marking schemes on how to achieve the marks in Bands 2 and 3,

### Units 2 and 3 NEA

Centres must ensure that they use the correct brief for the assessment window. Briefs change every year and are available from the WJEC Portal from September.

Centres must not change the brief and it is recommended to follow the tasks as they are presented in the candidate packs.

The different tasks have different command words and candidates are expected to produce work that respond to these command words. For example, when analyse or evaluate is used the work must address these command words, assessors cannot substitute the command word, the evidence must match the requirement in the mark bands in the marking scheme.

Both NEA units require a high level of applied knowledge and understanding, centres are encouraged to develop this skill to allow candidates produce a fully applied response.

In unit 3, the creative tasks must be accompanied by annotation, this was the most notable oversight for many candidates the work this year.

Areas for improvement	Classroom resources	Brief description of resource
Basic retail knowledge	KEY TERM GLOSSARY IN THE UNIT 1 GUIDANCE FOR TEACHING	Definitions for all key terms

	KNOWLEDGE ORGANISERS	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

Summer 2024

### UNIT 1 – THE BUSINESS OF RETAIL

#### Overview of the Unit

##### General comments

June 2024 was the second opportunity to sit the new unit 1 examination. In this series it was sat by a larger number of candidates than the examination in January.

Most candidates attempted to answer all questions set although there are many candidates who are not attempting multiple questions. Examples include Q.5(b) which was attempted by 82.3% of candidates, Q.8(g) attempted by 81.6% of candidates and the lowest number attempted Q.9(d) at 76.4%.

Many candidates showed understanding of a range of key terms but there is still evidence of a number of candidates who show a lack knowledge or understanding of some key terminology. Q.5(b) is a good example of this with many not understanding the term diversification, with the mean only at 0.3 for this question. Candidates lack confidence in the definitions relating specifically to retail business as opposed to general business terms.

Some candidates continue to show a lack of understanding of command words, an example of this was Q.9(c) where they were asked to evaluate the decision for a business to be located at Paddington Railway Station. Many candidates did not show an understanding of the keyword evaluate with many only giving a one-sided answer, this limited the band they could achieve at AO3 to only band 1. In the new qualification there are more level marked questions and understanding of the command words are essential to accessing the higher mark bands.

Generally, the level response questions were not done well by candidates; showing a lack of understanding of what is required from them, they need to be taught what is expected for these questions.

Some candidates used the data in the scenarios, however there were a high proportion who seemed to ignore the data which is written to help candidates understand the questions and also give them information to be used in their answers.

#### Comments on individual questions/sections

##### Section A

- Q.1** 99.6% of candidates attempted this multiple-choice question. The mean was 1.2 out of 2 marks.
- Q.2** The candidates were asked to match the definition with the correct terms. Nearly all candidates attempted these questions with varying success rate. Co-operative being the one most candidates answered best.

- Q.3** Most candidates attempted this 4-mark question, however the mean for this question was only 1 mark. Where marks were gained the most common answer was advertising, followed by a form of sales promotion, then market research. Most candidates didn't recognise they could have talked about any of the 4Ps.
- Q.4** (a) Most attempted this calculation question. Many candidates achieved at least 1 mark but the mean for this question was only 0.8 with few gaining the full 2 marks available.
- (b) 96% of candidates attempted this question and recognised that the decrease in the number of physical stores was due to more people buying online which led to a decrease of footfall in the high street. Only some went on to develop their answer giving a possible reason for this. Answers could have included downloading music and entertainment digitally. The growth of online services/film streaming such as Spotify or Netflix.
- Q.5** (a) The mean for this question was just 0.8 out of the 2 marks available. Where marks were awarded, candidates talked about break even, not always using the term but showed understanding of costs and sales revenue. Also, many candidates showed understanding that this was an aim of new businesses to stay afloat in the initial years of trading. To achieve 2 marks, they needed to develop their answers, for example: This is often used by new businesses as they try to establish themselves. They will try to at least break even so they can pay their costs.
- (b) This question was not answered well with many candidates not understanding the term diversification. Too many candidates spoke about diverse customers or employing a diverse workforce, and few understood that it was selling different products to what they normally sell. The mean for this question was only 0.3 out of the possible 2 marks available.
- Q.6** (a) This question was answered quite well. With most achieving at least 1 mark but many achieving 2 marks for £50,750. The pound sign was required for 2 marks and candidates were awarded 2 marks for just the correct answer.
- (b) Candidates needed to show understanding of a competitive market. To achieve the mark for this question candidates needed to state that a competitive market is a when there are many/multiple retail businesses providing the same/similar products to consumers. The mean for this question was a low 0.4 for this 1-mark question.
- (c) (i) To achieve marks for this question candidates had to show understanding both of disposable income and the effect of a fall which will mean consumers have less to spend. Some candidates showed understanding of disposable income, but this question only had a mean of 0.5 for the 2 marks available.



- (ii) The question asked candidates to show how Fragrance could improve their profit. Correct answers included marketing campaigns/sales promotions, reducing costs and increasing the product range. A few correctly talked about increasing distribution channels. However not all used the data and only a few developed their answer. Raising prices was not accepted as this would not be valid for this context, an indication that candidates are not reading the data in the context and applying their answer. Therefore, the mean for this question was a low 1.5 when there were 4 marks available.

- Q.7**
- (a) To get the mark for this question candidates were required to explain that market share is the proportion of sales made by a business in relation to the whole market. The question was not answered well with only 1 in 10 candidates achieving the mark. This question had the lowest mean in the whole paper. Once again it was clear to see that many candidates did not have knowledge of key business terms.
  - (b) Most candidates achieved a mark for this calculation, the percentage sign was not required for the mark. 9 out of every 10 candidates achieved this mark.
  - (c) In order to be fair to candidates, if the answer was presented numerically 1,000,000,000 or 1,000,000,000,000 it was accepted (in case candidates were confused with the UK or US way of expressing a billion). If candidates did not express in this way, they were required to write billion after their answer for the mark. The mean for this 1 mark was 0.4.

Questions 8(a) to 8(h) were based on Scenario 1.

- Q.8**
- (a) The mean for this question was 1.1 for the possible 2 marks. When candidates achieved marks, it was mainly for the answers such as, larger potential market/customer, wider range of customer, open 24/7.
  - (b) The question asked for what was meant by restricted products. The mean for this question was 0.9 for a 2-mark question. Candidates were expected to understand that it was age restricted products in this case as Liz was selling alcoholic sparkling wine in her gift sets. ID has to be shown in the store was not accepted as an answer as this is an online only business.
  - (c)
    - (i) This question showed a lot of weak answers with a mean of only 0.4 from a 2-mark question. Candidates were asked to show how Liz might act ethically in her business. Where candidates achieved marks, it was usually for sourcing ingredients for her chocolates from suppliers who are Fairtrade members. Other correct answers given were around the National Minimum Wage or not testing on animals.
    - (ii) Candidates were asked about how Liz would act in an environmentally friendly way in her business. This was answered slightly better than the ethical question with candidates writing about recyclable packaging, using less plastic and sourcing ingredients locally. The mean for this 2-mark question was 0.9.

- Q.8 (d)** Candidates were asked to explain how Liz's business is affected by seasonality. When marks were gained candidates recognised that there were times of the year when Liz would expect higher demand, e.g. Christmas when people were buying luxury questions as gifts. The mean for this question was 1 out of 2. Most candidates failed to develop their answers.
- (e)** The mean for this question was 1.3 out of the 3 marks available. The question asked candidates to describe the importance of social media. Many candidates talked about many customers using social media, but often did not go beyond this. For further marks candidates needed more detail, for example, allowing retailers to advertise, allowing retail businesses to interact with customers and creating brand awareness.
- (f)** Candidates were asked to outline what is meant by a temporary (pop up) shop. Marks were not awarded if they simply said the shop was temporary. They had to say it was a shop opened for a short amount of time. Then get the second mark offer some more detail, such as to sell surplus stock, or offer seasonal products. In this question candidates were awarded marks if they gave valid examples, as a Christmas shop.
- (g)** This was the first of the level response questions. Candidates showed a better understanding of stock control than logistics. Often instead of talking about logistics candidates talked about procurement. The mean for this question was a low 1.3 for a 6-mark question. Generally, this question was not answered well, and most candidates often did not apply to the business in the question so scored low or zero marks for AO2 and were in band 1 for AO3 as they only correctly referred to stock control and not logistics.
- (h)** The mean for this question was a disappointing 2.1 for an 8-mark question. The question asked for candidates to advise Liz if she should accept Helen's offer to become an equal partner in her business. Again, candidates need to be taught about the command word in the question, many candidates did not give advice or evaluate the options for Liz. To gain the 8 marks candidates needed to show complete knowledge and understanding of the advantages and disadvantages of changing ownership from a sole trader to a partnership and apply this specifically to Liz's business. They should also give clear advice as to if Liz should accept Helen's offer, this advice should be accompanied by supported reasons. Unfortunately, many candidates briefly talked about either the benefits of a sole trader or a partnership and in very general terms with no application.

Questions 9(a) to 9(e) were based on Scenario 2.

- Q.9 (a)** The candidates were required to show knowledge of branded or own-label goods. The answers expected included - a branded product is easily recognisable; customers are willing to pay a higher price as they see it as different or superior. An own-label product is cheaper with less advertising or a recognisable image. The mean for this question was 1 out of 2, with candidates just simply saying one is expensive the other is cheap, or one is sold everywhere with the unbranded just in one shop.

- Q.9 (b)** Very few candidates understood how to state what is meant by a transport hub. In the key terms glossary on the WJEC website it is described as: A transport hub is a place where passengers and cargo are exchanged between vehicles or transport modes. A simpler description than this was accepted, such as, a place where a large amount of people visit to use the transport/travel. However, there were still many candidates who were unable to give a valid definition. We did not accept examples such as a bus station, train station, airports and ferry ports. The mean for this question was a low 0.2
- (c)** The mean for this question was a low 1.9 for an 8-mark question. Candidates could choose any of the retail businesses located in Paddington Railway Station. Most chose Boots, Sainsbury's or Lush. Very few candidates applied their knowledge and understanding to Paddington Railway Station. For AO3 there was very little evaluation shown, candidates need to understand the command words better to achieve higher marks in these questions. Many responses only consisted of a few lines of response.
- (d)** This question was not answered by many candidates, just 76,4% and those who did answer it only attained 0.7 out of 4. This was an AO1 question, and candidates needed only to show knowledge of a few characteristics of a global retail business. Answers expected included: they operate in a large market, source products internationally, complicated communication processes or they have a large amount of available capital. When correct marks were awarded it was usually for many employees, well known or limited liability business. It was disappointing that candidates could not identify just a few characteristics and suggests that great attention needs to be given to the different scales of operation for a retail business.
- (e)** The mean for this question was 1.8 out of a possible 6. Many candidates only talked about one of the three aspects expected i.e. size, competition or footfall. This would mean they could only access Band 1. However, if they had a well-developed analysis of two location characteristics, they would be in Band 2 for AO3. Again, few related it to Sainsbury's in Paddington Train station to achieve marks for AO2 and responses were short and brief.

## **UNIT 2: CUSTOMER SERVICE FOR RETAIL BUSINESS**

### **Overview of the Unit**

Customer Service for Retail Business assesses candidates' ability to conduct primary and secondary research, before collating, presenting and reporting on their findings. Candidates select a retailer that has both a physical and online presence to base their research and report on. It is strongly suggested that the retailer that is chosen has a physical store near the candidates and/or school so that in person visits can happen with greater ease.

All three assessment objectives are assessed within the unit, but the main focus is on assessment objective 2 and the candidate's ability to apply their findings and conclusions to their chosen retailer, 36 of the 60 marks are for this skill.

This NEA is 6 hours in length and can be broken down as the candidate/centre decides.

### **Tasks**

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

When choosing the retailer, most candidates made appropriate selections with the most common selections being major and/or high street retailers such as JD Sports and supermarkets such as Tesco or ASDA. These selections allowed the candidates to successfully research, collate and present detailed and accurate research findings. This in turn enabled them to effectively apply their report findings to the retailer and their own research findings.

The primary research method for this series was an interview. Many centres did not comply with this, instead using questionnaires or mystery shopper checklists. The research method is clearly noted in both the assessor and candidate packs and must be followed stringently in future series. Where candidates used interviews to collect their primary data the quality of findings was very detailed and allowed greater depth of responses which in turn allowed access to higher marks for both assessment objectives 2 and 3.

Candidates that performed best made effective use of secondary data to present their findings. Although the method changed, best practice was to use tally charts to collate their findings before creating graphs and charts that varied in style to present their findings. On the contrary to this, some candidates tried to present only primary data and due to interviews naturally collecting quantitative data the presentation methods were limited and inappropriate.

We saw some improvement compared with previous series in the presentation and layout of the work. Most candidates presented their work following the brief and using the task number and name as sub-headings. This allowed for easier navigation and locating of the evidence during the moderation process. Even better was when the assessor effectively annotated the work with clear reference to the mark scheme.

### **Task marking**

#### **Comments on approaches to internal marking**

#### **Task 1**

Overall, the assessment was accurate for Task 1 with assessors correctly choosing the appropriate mark band. Despite this, a continuing weakness is the testing element of the task.

The evidence for this varied greatly, but the development for each draft or version of the research tool was limited, as was the rationale behind making another version or draft. A great example was when candidates' self-reflected and evaluated on the effectiveness and useability of their interview questions. They offered improvements, such as more open-ended questions, and questions that targeted aspects of the specification such as principles of customer service. The next draft clearly showed these improvements and they then offered further self-reflections stating how their interview questions were now appropriate and made their own check-list to confirm.

### **Task 2b**

Most candidates collected sufficient evidence from secondary research and the majority collected enough evidence for their primary tool. However, a major weakness noted was the lack of collation of the research findings. A common trend is that candidates would include vast copies of completed interviews and screenshots of secondary research, but these were not processed and collated, therefore limiting the attainment of candidates and meaning the assessment was overly generous. The best examples used collation techniques such as tally charts to process their findings.

### **Task 3a**

Candidates presented their research findings appropriately in most cases. Despite this, there continued to be a limited range of diagrams which lowered candidate attainment. This was often missed by assessors and as a result the task tended to be generously assessed. Better examples used a wide range of diagrams to showcase their findings, which were appropriate and allowed easy reference throughout the report.

### **Task 3b**

This task assesses both assessment objective 1 and 2, with 8 marks available for both. Assessors correctly assessed and awarded a mark for each individual assessment objective. This task was assessed accurately and consistently by most assessors and candidates demonstrated their knowledge and understanding of the theory in their reports. One area that could be further improved is the situations where retailers interact with customers. This continues to be the weakest aspect of the task.

### **Task 3c**

The command word for Task 3c is analyse; and as such, detailed and developed responses are expected. The assessment objectives being assessed are 2 and 3, with 4 marks available for each. The vast majority of candidates were able to analyse how customer expectations are met by the retailer in store and online, however an area for development would be to focus on more customer types and how their expectations are met both online and in store. This would ensure greater depth to responses and enrich the answer, allowing access to the higher marks for AO3.

### **Task 3d**

In previous series', Task 3d tended to be an area of weakness with many candidates. This also tends to be the task where assessment is overly generous. These themes were also present during this series with candidates' responses not fully meeting the criteria. The task requires candidates to analyse both the features and principles of customer service, but many only focussed on one of these aspects, thus limiting their attainment. Assessors sometimes missed this and awarded marks that were too high for responses that focussed on one of the two areas of expected responses.

**Task 3e**

Both assessment objectives 2 and 3 are assessed within this task, with 4 marks available for AO2 and 6 marks available for AO3. The command word is 'evaluate,' and balanced responses with judgements based on research findings and evidence is expected. Better candidates effectively referred to research findings; using these to support their judgements and recommendations. However, these were few and far between with the majority of responses being a conclusion that lacked supporting evidence. This limited the candidates to the lower mark bands for AO3.

## **UNIT 3: MERCHANDISING AND MARKETING RETAIL PRODUCTS**

### **Overview of the Unit**

For most centres, this was the first series for unit 3: Merchandising and Marketing Retail Products. Within this unit, there are 8 tasks which are assessed individually for a combined 60 marks. All three assessment objectives are assessed within the unit, with 8 marks for assessment objective 1, 36 marks for assessment objective 2 and 16 marks for assessment objective 3.

This unit allows candidates to showcase their creative skills alongside their knowledge of retail business. There are 2 tasks that allow candidates creative freedom to design and create either merchandising or marketing concepts. These requirements change yearly, but for this year Task 1a required candidates to design a tabletop display and Task 2a required candidates to design a full-page print for a newspaper. These could be completed using ICT software or hand drawing was also accepted.

There is an accompanying brief for this unit, which changes yearly. This year, the brief was based on 'The Gift Hut' which is a luxury retailer of homeware and other items such as luxury chocolate. The information provided in the brief implies that the target audience is customers with relatively high levels of disposable income. Key information is also found in the brief regarding the aims of the retailers and current developments, such as the development of an online store. A minority of centres used the incorrect brief and instead used 'Urban Icon' which is the brief from the Sample Assessment Materials. Please ensure that the correct briefs are used; these can be found on the WJEC secure portal.

Assessment on the whole was relatively consistent and apart from a few individual tasks, was fairly accurate. The assessment of Tasks 1a and 2a was by far the weakest aspects and generally overly assessed. Detailed feedback on these tasks are given below but assessors frequently chose mark bands that were too high for the evidence presented by candidates for these tasks.

Candidates performed well in the unit, with some achieving very high marks for excellent work that demonstrated detailed and robust understanding of retail business theory and terminology, which was applied successfully to 'The Gift Hut' and their individual designs for 1a and 2a.

For this NEA there is a time limit of 8 hours.

### **Tasks**

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

##### **Task 1a**

Candidates are required to design a visual merchandising installation and apply the design principles throughout. Additionally, candidates need to annotate their design to show the reasoning behind their ideas and how they align with the design principles. Candidates were able to select a month for when their tabletop design was in the store. Most selected Christmas but other selections were Valentines and Easter. The designs themselves were appropriate but a real weakness was the annotation to support the design. Often, assessors would award the top mark band and candidates only included brief, limited or no annotation. When the evidence was as such, mark band 2 would have been more appropriate. As a result, the assessment was often far too generous for this task. On the other hand, some candidates used highly effective annotation that was detailed and supported the design principles. These were often included on a different page to the design itself.

### **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**

The command word is again 'analyse' meaning that assessment objective 3 is assessed. There are 8 marks available for this task, 4 marks for assessment objective 2 and 4 marks for assessment objective 3. The Gift Hut's aims are clearly noted in the brief and nearly all candidates referred to these. The depth of response differentiated between the marks at AO3 and the majority of assessors were accurate when awarding. The types of customers aspect of the task was weaker with candidates either not including this in their response or completing this aspect superficially. Candidates tended to regurgitate learning of different types of customers, but these weren't always relevant to the retailer and hence did not fulfil the AO2 requirements.

### **Task 1d**

This was answered well by candidates and the assessors were also generally accurate for both assessment objectives. Some candidates focussed too much on the month or season that they selected for Task 1a and explained how they would adapt the online store to follow this theme. Sometimes this shifted the focus away from the requirement of the task and the focus on the principles of visual merchandising.

### **Task 2a**

This was very similar to Task 1a in that the annotation was a serious weakness and limited the attainment of candidates. Again, following the trend from Task 1a, the assessment was considerably over generous. The vast majority of candidates used ICT software to produce their full-page design, with programmes such as Canva and Photoshop most commonly used. Some candidates did not follow the brief and designed a poster or a leaflet.

### **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 The Gift Hut to target its potential customers and its aims.

### **Task 2c**

This task saw the highest variety and variance in responses with some candidates writing very extended responses that discussed all types of technology, some of which were not relevant nor required. Additionally, some candidates gave detailed responses on the types of technology on their benefits, e.g. blogs, however, did not apply their responses to The Gift Hut and thus limiting their attainment of assessment objective 2, which was 4 of the 6 marks available for the task.

### **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. The task theme is the marketing mix and in general terms the responses were detailed and appropriate from an understanding perspective. Not many answers were well-balanced and very few candidates achieved the top mark band as a result. In assessment terms, there was a high degree of accuracy across all assessment objectives, possibly showing the assessors' familiarity with the theme of the task.



## **Task marking**

### **Comments on approaches to internal marking**

As there was a tendency to be overly generous when assessing Tasks 1a and 2a it often led to assessors being quite a few marks over the moderators' marks for the unit. To improve this, a greater focus on the annotation within these tasks is required. When the annotation does not support the awarding of the higher mark band, assessors must work downwards from the top band until they deem the descriptors match the evidence.

When there is more than one assessor at a centre internal moderation is essential to ensure that there is a consistency between all assessors through internal standardisation.

## 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 2240 4257

Email: [business@wjec.co.uk](mailto:business@wjec.co.uk)

Qualification webpage: [Level 1/2 Vocational Award in Retail Business \(wjec.co.uk\)](http://wjec.co.uk)

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

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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/>

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