



---

# **EXAMINERS' REPORTS**

---

## **LEVEL 1 / LEVEL 2 VOCATIONAL AWARD IN RETAIL BUSINESS**

**SUMMER 2023**

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.

| <b>Unit</b>                                  | <b>Page</b> |
|--|-------------|
| UNIT 2: CUSTOMER SERVICE FOR RETAIL BUSINESS | 1           |

# **RETAIL BUSINESS**

## **Level 1 / Level 2 Vocational Award**

**Summer 2023**

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

#### **General Comments**

Summer 2023 was the first series where Unit 2: Customer Service for Retail Business was assessed and externally moderated. Centres uploaded sampled candidates work onto IAMIS. The approach for this differed greatly from centre to centre but the best approach was to combine both the administrative documents and the report, including all appendices, into one uploaded document. Similarly, the layout of candidate work was presented differently by centres. Centres that followed the structure that was laid out in the assessor pack tended to have better presentation and the evidence for each task was clearly signposted under the task name as sub-headings within the report.

Assessment on the whole followed the mark scheme and in the best instances there was clear assessor annotation justifying the marks and mark bands awarded. Most assessors annotated both the mark record sheets and the main body of work and this was most welcome when moderating the centre's sampled candidates. Unfortunately, a minority of centres did not include any annotation on either the mark record sheet or the main body. This made the moderation process more difficult as occasionally locating the evidence for some tasks were difficult.

Most centres and individual candidates made sensible choices when selecting the retailer as the basis for the unit. Where the choice wasn't appropriate the reasoning was that the retailer was not local, or some chose a retailer that was based within a theme park. As the primary research tool for this series was a mystery shopper, one visit to a retailer often didn't generate sufficient evidence and information that could be used for application within the work. Also, the online reviews for a retailer based within a theme park are often not specific to the shop or store, instead being more generic to the theme park. This meant that comparing customer service experience of both in store and online was difficult for the candidate. The most common choices were recognised high street retailers such as Next and supermarkets such as Tesco.

A trend that was noticed throughout the moderation process was that often, the discriminator between the higher achieving candidates and the lower achieving candidates was the quality of research. Better candidates collected, collated and displayed vast amounts of both primary and secondary research. These candidates then successfully applied their knowledge to the retailer, using their research as evidence. This enabled candidates to achieve the higher mark bands for AO2. Where candidates had limited research, this often restricted their ability to access the higher mark bands for AO2 across a few tasks.

#### **Comments on individual questions/sections**

**Task 1** For task 1, candidates were required to create a mystery shopper checklist to assess the quality of the customer experience provided in store, and a secondary research tool that can be used to assess the quality of the online customer experience. Candidates were also required to test their designs before using them in task 2.

Nearly all candidates followed the brief and designed a mystery shopper checklist and a secondary research log. There was a high degree of variance with the testing element of the task. The majority of candidates included various drafts of their mystery shopper checklist which showed some testing, but the better candidates presented a self-evaluation on their mystery shopper checklist and made improvements. Some then included annotation to justify their changes and the intent of the changes. Unfortunately, there was evidence of testing being too teacher lead in some centres with templates used. All tasks must be completed independently within this qualification.

**Task 2 (a)**

This task requires candidates to record and process their findings. Candidates are expected to include a record of the information they collected. Some centres misinterpreted this and included all completed copies of the mystery shopper checklist in the main body of the report. Any completed primary research should be included as appendices. The best approach to this task was where candidates collated their responses for both the primary and the secondary research. For example, candidates constructed a tally chart for the primary research and similarly presented a summary of the secondary research in a table format. This not only showed that the collected data was sufficient, but that it was also rigorously collected and processed. Assessment was overly generous at times for this task, especially when awarding the higher mark band. For the highest mark band to be awarded there is an expectancy for the candidates to collate and record their findings in suitable documents.

**Task 3 (a)**

The assessment for task 3a on the whole was accurate. Where there was a disagreement with the assessment it tended to be because the assessor awarded 4 marks for evidence that was limited in range. As the task requires candidates to present their findings and more than 2 marks requires a range of diagrams that are appropriate. A small number of candidates included either very few diagrams or one type of diagram only, therefore limiting their mark to 2 marks. The best approach to this task was to include a range of different diagrams, charts and graphs with a summary of the results. These can be produced for either primary, secondary or both. The majority of centres did not present their secondary research in this format.

**(b)**

This task assesses both AO1 (knowledge and understanding) and AO2 (application), with 8 marks available for both. Nearly all centres followed the mark scheme correctly and awarded a mark for each Assessment Objective. On the whole, the assessment for AO1 was accurate, especially where candidates covered the content as outlined in the mark scheme. Where the candidate responses were limited, the assessor selected the lower mark bands correctly. A general weakness across all mark bands was the use of business terminology and a welcome improvement for future series would be developed answers that use the terminology in the correct context. The assessment for AO2 was overly generous overall. To award the top mark bands, direct and consistent application to the retailer is required. A frequent trend that was noticed is that candidates tended to overly rely on using the retailer's name in their responses and the application was superficial. For example, when discussing Tesco, the better candidates referred to Tesco Finest, ClubCard, product range such as certain brands, meal deals for lunch etc.

- (c) The assessment objectives that are assessed in Task 3c are AO2 and AO3. As the command word is analyse, candidates are expected to delve deeper and develop their answers more in order to access the higher marks. Similarly, candidates must apply their responses to both online and in store in order to access the higher marks for AO2. Often, candidates were assessed by the assessor as 4 marks for AO2 where the focus was limited to either in store or online.
- (d) There are two clear and separate content areas included within this task, the principles of customer service and the features of customer service. Where the responses were limited from a content coverage perspective, it was almost always that candidates did not cover the principles. Where the principles were not analysed by the candidates it severely restricted their attainment. A common weakness that was noticed for this task was the lack of use of research data. Both tasks 3d and 3e require and ask for the research data to be used. The data must be used to enter mark band 2 in AO3 and more than 1 mark for AO2. The better responses made full use of both primary and secondary data to support the analysis of the strengths and weaknesses of the retailer's customer service. Judgement was made, supported and were fully balanced.
- (e) A similar pattern appeared for the task as was seen in 3d. A large number of candidates did not effectively use their research findings to support their responses, resulting in a limitation on their attainment. Another feature that was noticed is that some candidates offered a summary of previous tasks as opposed to an evaluation, which is the command word for this task.

### **Summary of key points**

The main weakness that was noticed across the series was the lack of research. When there was insufficient research, this had a detrimental impact on other tasks, such as 2b and 3a from a displaying findings standpoint, and also 3d and 3e as evidence to support findings and judgements. On the other hand, excellent examples of both primary and secondary research were seen, and often this enabled those candidates to access the higher marks across a range of tasks.

Most candidates covered the full range of content, as outlined in the specification and mark schemes. However, there were notable omissions particularly the principles of customer service for task 3d. Please ensure that this aspect is taught and that candidates fully understand the content before commencing the assessment.

Use of terminology ranged hugely across candidates. Candidates are expected to use correct and specific retail business terminology to demonstrate their understanding. Where candidates used the terminology, they often showed a greater level of understanding and as a result were able to access the higher mark bands with greater consistency.

From a moderation standpoint, annotation is very useful and worthwhile as it justifies the marks awarded for the tasks. When annotation is not present it almost leads to a remarking of the work to justify the marks awarded.



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