



# Non-Exam Assessment

NCFE Level 1/2 Technical Award in Business and Enterprise  
(603/7004/X)

Centre copy

**SAMPLE**

Sample

# Contents

Introduction .....	3
What is synoptic assessment?.....	3
Information for learners.....	4
Preparation and research time .....	5
Project brief.....	7
Assessment tasks and mark scheme.....	10
Mark scheme .....	31

Sample

## Introduction

The internal non-exam assessment is a formal internal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The non-exam assessment will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner, therefore, should not be entered for the NEA until they have been taught the full course of study, to ensure that they are in the best position to complete the NEA successfully.

### What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

***“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”***

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

# Information for learners

## Introduction

The internal non-exam assessment is a formal assessment that will contribute **60%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world situation.

The non-exam assessment will be assessed holistically using a levels of response mark grid and against 5 integrated assessment objectives. These assessment objectives and their weightings are shown below.

<b>Assessment objective (AO)</b>
<b>AO1 – Recall knowledge and show understanding</b>  The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.  <b>18 marks (15%)</b>
<b>AO2 – Apply knowledge and understanding</b>  The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.  <b>30 marks (25%)</b>
<b>AO3 – Analyse and evaluate knowledge and understanding</b>  The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.  <b>20 marks (16.66%)</b>
<b>AO4 – Demonstrate and apply relevant technical skills, techniques, and processes</b>  The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools, and techniques.  <b>40 marks (33.34%)</b>
<b>AO5 – Analyse and evaluate the demonstration of relevant skills and techniques</b>  The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools, and techniques relevant to the vocational sector.  <b>12 marks (10%)</b>

## Preparation and research time

**Maximum time:** 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2** hours to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, internet access and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions).

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author

**Evidence requirements:** research pack of no more than four sides of A4, font size 12 (if word processed) to be returned to your tutor at the end of each session and submitted with the completed NEA.

### Maximum completion time

You have been provided with a total of **21** hours to complete this non-examined assessment (plus 2 hours for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

# NCFE Level 1/2 Technical Award in Business and Enterprise (603/7004/X)

## Non-exam assessment

### Sample

To be given to learners on or after XX XXXX XX.

#### Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

#### Learner information

- This non-exam assessment (NEA) assessment will assess your knowledge and understanding from across the qualification.
- Total marks **120**.
- The maximum completion time for this NEA is 21 hours (plus 2 hours preparation and research time).
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name \_\_\_\_\_

Centre name \_\_\_\_\_

Centre number

Learner number

Learner signature \_\_\_\_\_

## **Project brief**

You are the owner of IsaFlo Ltd. IsaFlo makes a range of office furniture such as desks and chairs. The brand is known for its high quality and excellent design.

Customer service is rated at 98% positive and less than 0.1% of furniture is returned due to poor quality.

IsaFlo operates in a very competitive environment and sales of its furniture have failed to increase over the last 3 years.

You want IsaFlo to expand into the outdoor furniture market to generate sales.

The outdoor furniture will be sold direct to the public and customers will only be able to order the furniture through IsaFlo's website.

Batch production will be used to make the furniture. To keep stockholding costs down the business uses a just-in-time method of stock control. Manufacturing of the furniture will take place in IsaFlo's factory based in the Midlands.

Finance will be required to fund development and production of the outdoor furniture.

You need to consider sources of finance.

Using all relevant materials, you are required to create a project plan, complete research and create a business plan that could be presented to an organisation to raise finance.

You should use the following appendices to help you.

### List of appendices

Appendix 1: Forecast costs for new range of garden furniture

Appendix 2: Forecast sales of sets of new range of garden furniture

Appendix 3: Forecast UK sales of outdoor furniture from sustainable sources

Appendix 4: Extract from article on Globenewswire.com

#### Appendix 1

##### Forecast costs for new range of garden furniture

Variable cost per set of chairs	£510
Interest on loan per year	£21 500
Other fixed costs per year	£150 000

#### Appendix 2

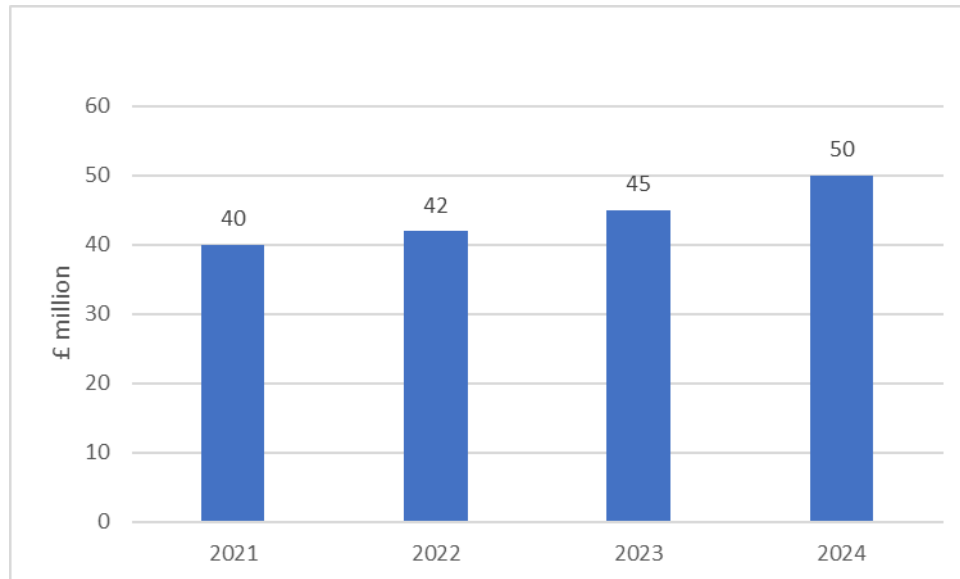
##### Forecast sales of sets of new range of garden furniture

Year 1	Year 2	Year 3
200	800	1200



### Appendix 3

#### Forecast UK sales of outdoor furniture from sustainable sources



Source: Garden Furniture Trends ABC PLC.

### Appendix 4

#### Extract from article on Globenewswire.com

'Buyers want sustainable products; and over one-third will pay 25% more for them.'

Source Globenewswire.com

#### Project instructions:

In order to succeed in gaining business finance you need to produce a full portfolio which is to include:

1. Business and enterprise planning (2 hours)
2. Research (4 hours plus 3 hours' research time)
3. Business plan (10 hours)
4. Review and evaluation (2 hours)

## Assessment tasks and mark scheme

<b>Task 1 – Business and enterprise action planning</b>	
<b>Maximum time</b>	<b>2 hours</b>
<b>Content areas assessed</b>	<b>1. Entrepreneurship, business organisation and the importance of stakeholders</b>
<b>Assessment objectives</b>	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
<p><b>You are required to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate that you understand what it means to be an entrepreneur by developing an action plan to enable you to develop an effective business plan that will support IsaFlo's application for finance</li> <li>• include in your action plan a description of the business and its plans for the future, identification of key points from the sources provided and identifying other sources of information. Finally, you should develop a timeline identifying the key dates at which you will complete each task.</li> </ul> <p>You should also provide evidence to support and justify your selections and decisions.</p> <p style="text-align: right;"><b>[12 marks]</b></p>	
<b>Evidence</b>	<p>Action plan to include:</p> <ul style="list-style-type: none"> <li>• business summary</li> <li>• action plan</li> <li>• identification of key points from the brief and appendices</li> <li>• potential sources of other information</li> <li>• timeline (how will you spend the 18 hours given).</li> </ul> <p>You could use the following formats to provide evidence for your research:</p> <ul style="list-style-type: none"> <li>• written report</li> <li>• graphs and charts</li> <li>• timescale plan.</li> </ul>

Task 1 – Business and enterprise action planning		
Band	Marks	Descriptors
4	10–12	<p><b>AO3 – Excellent</b> analysis of the brief, showing analytical thinking skills, with <b>highly reasoned</b> justifications and decisions in the choice of timelines, relevance of source materials and project stages. Learner has offered <b>well-considered</b> approaches in order to meet the brief.</p> <p><b>AO2 – Excellent</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Highly suitable</b> creative selections that are <b>highly detailed</b> and <b>highly relevant</b> to the business scenario.</p> <p><b>AO1– Excellent</b> ability to summarise information, reflecting on a <b>comprehensive range</b> of source materials that are <b>highly relevant</b> in relation to the brief. All elements of the brief will be considered in a <b>highly detailed</b> and <b>effective</b> way.</p>
3	7–9	<p><b>AO3 – Good</b> analysis of the brief, showing some analytical thinking skills, with <b>reasoned</b> justifications and decisions in the choice of timelines, relevance of source materials and project stages. Learner has offered <b>considered</b> approaches in order to meet the brief.</p> <p><b>AO2 – Good</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Suitable</b> creative selections, that are <b>mostly detailed</b> and <b>mostly relevant</b> to the business scenario.</p> <p><b>AO1 – Good</b> ability to summarise information, reflecting on a <b>wide range</b> of source materials that are <b>mostly relevant</b> in relation to the brief. <b>Most</b> elements of the brief will be considered in a <b>detailed</b> way.</p>
2	4–6	<p><b>AO3 – Reasonable</b> analysis of the brief, showing a limited level of analytical thinking, with <b>poorly</b> reasoned justifications and decisions in the choice of timelines, relevance of source materials and project stages. Learner has shown <b>limited</b> consideration of approaches to meet the brief.</p> <p><b>AO2 – Reasonable</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Some</b> suitable creative elections, that have <b>some detail</b>, with <b>some relevance</b> to the business scenario <b>though may be underdeveloped</b>.</p> <p><b>AO1– Reasonable</b> ability to summarise information, reflecting a <b>range</b> of source materials that has <b>some relevance</b> in relation to the brief. <b>Some</b> elements will be considered in a <b>reasonably detailed</b> way.</p>
1	1–3	<p><b>AO3 – Limited</b> analysis of the brief, showing limited analytical thinking, justification and decisions in the choice of timelines, relevance of source materials and project stages. Learner has shown <b>very limited</b> consideration of approaches to meet the brief.</p> <p><b>AO2 – Limited</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Limited</b> suitable creative elections that are <b>limited in detail</b> and with <b>limited relevance</b> to the business scenario.</p>

		<b>AO1 – Limited</b> ability to summarise information, reflecting <b>limited</b> use of source materials that has <b>limited relevance</b> relation to the brief. <b>Some</b> elements may be considered in a <b>limited</b> way.
	<b>0</b>	No rewardable material

It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

**Indicative content:**

**AO1 – Learners will recall knowledge and show understanding of what it means to be an entrepreneur in terms of:**

- identifies potential business opportunity
- evaluates viability of business opportunity
- understands target market
- organises resources / the factors of production
- raises the finance
- makes decisions on the marketing mix
- manages risks.

**AO2 – Learners will apply knowledge and understanding of the following:**

- IsaFlo operate in the manufacturing sector and have high-quality products
- the business operates in a competitive market
- the business wants to expand into the outdoor furniture market
- to ensure that the business can undertake this expansion the business will need to assess the size of the potential market, who the customers could be, what manufacturing techniques would be used, where this manufacturing will take place, what prices will be charged, how this expansion could be financed
- it is important that the project is well planned and therefore the business will need to create a time plan that will cover all stages required for IsaFlo to expand into this new market.

**AO3 – Learners will analyse and evaluate knowledge and understanding of the following:**

- information on the potential expansion plan. This may include, but is not limited to, an analysis of market information relevant to IsaFlo. an analysis of strengths and weaknesses of the competition IsaFlo face, an analysis of operational issues, an analysis of human resources the business can draw on, and an analysis of the financial data
- reasons why this expansion could be successful. This may include, but is not limited to, evaluation of the market, the level of competition, operations, human resources and finance
- an evaluation of the timeline you chose. This may include, but is not limited to, allocation of time per task and the order you chose to complete the tasks.

<b>Task 2 – Research</b>	
<b>Maximum time</b>	<b>4 hours plus 3 hours for research</b>
<b>Content areas assessed</b>	<b>2. Market research, market types and orientation and marketing mix</b>
<b>Assessment objectives</b>	<b>AO1 – 6 marks AO2 – 6 marks AO3 – 8 marks</b>
<p><b>You are required to:</b></p> <ul style="list-style-type: none"> <li>undertake research to inform the business plan that will be used to gain finance for the expansion plans of IsaFlo. This should include <b>both</b> primary and secondary data, and <b>both</b> qualitative <b>and</b> quantitative data</li> <li>provide research into the following: competitor analysis, marketing, people, and operations and finance</li> <li>provide a written report of your findings that included a justification as to why the research methods were selected.</li> </ul> <p style="text-align: right;"><b>[20 marks]</b></p>	
<b>Evidence</b>	<p>Your evidence <b>must</b> include:</p> <p>Information and sources of information relating to:</p> <ul style="list-style-type: none"> <li>competitor analysis</li> <li>marketing</li> <li>people and operations</li> <li>finance.</li> </ul> <p>You must also:</p> <ul style="list-style-type: none"> <li>provide a summary of the pieces of research that considers how this affects IsaFlo</li> <li>justify why you selected and undertook each piece of research</li> <li>provide your internet browsing history used for research and planning purposes.</li> </ul> <p>You could use the following formats to provide evidence for your research:</p> <ul style="list-style-type: none"> <li>written report</li> <li>annotated diagrams</li> <li>digital presentation</li> <li>graphs and charts</li> <li>video.</li> </ul>

**Task 2 – Research**

Band	Marks	Descriptors
4	10–12	<p><b>AO2 – Excellent</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Highly suitable</b> and <b>comprehensive</b> solutions and suggestions that are <b>highly relevant</b> to the business.</p> <p><b>AO1 – Excellent</b> recall of knowledge and understanding of research, reflecting a <b>comprehensive range</b> of research sources that are <b>highly relevant</b> in relation to the brief. <b>All</b> elements of the brief will be researched into in a <b>highly detailed</b> and <b>effective</b> way.</p>
3	7–9	<p><b>AO2 – Good</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Suitable</b> and <b>mostly detailed</b> solutions and suggestions that are <b>mostly relevant</b> to the business.</p> <p><b>AO1 – Good</b> recall of knowledge and understanding of research, reflecting a <b>wide range</b> of research sources that are <b>mostly relevant</b> in relation to the brief. <b>Most</b> elements of the brief will be researched into in a <b>mostly detailed</b> way.</p>
2	4–6	<p><b>AO2 – Reasonable</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Some suitable</b> solutions and suggestions that have <b>some detail</b>, and <b>some relevance</b> to the business.</p> <p><b>AO1 – Reasonable</b> recall of knowledge and understanding of research, reflecting a <b>minimal range</b> of research sources that are <b>reasonably relevant</b> in relation to the brief. <b>Some</b> elements of the brief will be researched into in a <b>reasonably detailed</b> way.</p>
1	1–3	<p><b>AO2 – Limited</b> ability to apply knowledge and understanding to the scenario within the brief. <b>Limited</b> solutions and suggestions that have <b>minimal detail</b>, and <b>limited relevance</b> to the business.</p> <p><b>AO1 – Limited</b> recall of knowledge and understanding of research, reflecting <b>limited</b> use of research sources that have <b>limited relevance</b> in relation to the brief. <b>Limited</b> elements of the brief will be researched into in a <b>limited</b> way.</p>
0	0	No rewardable material

It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

#### Indicative content:

#### AO1 – Learners will recall knowledge and show understanding of:

- primary research
- secondary research
- qualitative data
- quantitative data.

**AO2 – Learners will apply knowledge and understanding of the following:**

- how the research information and data affect IsaFlo in terms of its business planning?
- what competitors are there in the proposed market?
- what people will be required to make the project a success?
- what finance is required to pay for the plan?

<b>Task 2 – Written report of their findings</b>		
<b>Band</b>	<b>Marks</b>	<b>Descriptors</b>
<b>4</b>	<b>7–8</b>	<p><b>AO3 – Excellent</b> analysis and evaluation of the brief that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications for their choice of research that is <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO3 – Excellent</b> reasoned judgements provided on how the research affects the business that are <b>highly detailed</b>.</p>
<b>3</b>	<b>5–6</b>	<p><b>AO3 – Good</b> analysis and evaluation of the brief that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications for their choice of research that is <b>detailed</b>.</p> <p><b>AO3 – Good</b> reasoned judgements provided on how the research affects the business that are <b>detailed</b>.</p>
<b>2</b>	<b>3–4</b>	<p><b>AO3 – Reasonable</b> analysis and evaluation of the brief that has <b>some detail</b> and is of <b>some relevance</b>. Supported with <b>reasonable</b> justifications for their choice of research that has <b>some detail</b>, though these may be underdeveloped.</p> <p><b>AO3 – Reasonable</b> judgements provided on how the research affects the business that have <b>some detail</b>, though these may be underdeveloped.</p>
<b>1</b>	<b>1–2</b>	<p><b>AO3 – Limited</b> analysis and evaluation of the brief that has <b>minimal detail</b> and of <b>minimal relevance</b>. Supported with <b>limited</b> justifications for their choice of research that has <b>minimal detail</b> and are <b>mostly superficial</b>.</p> <p><b>AO3 – Limited</b> judgements provided on how the research affects the business that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p>
<b>0</b>	<b>0</b>	No rewardable material

It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

## Indicative content

**AO3 – Learners will analyse and evaluate knowledge and understanding of the following:**

- what IsaFlo should undertake / consider as a result of the competitors in the market
- what marketing is required and why?
- in order to make the expansion a success what people are required and what operational actions are required?
- what should finance be spent on and why?
- why were the research methods selected?

Sample



<b>Task 3 – Business plan</b>	
<b>Maximum time</b>	<b>10 hours</b>
<b>Content areas assessed</b>	<b>2. Market research, market types and orientation and marketing mix</b> <b>3. Human resources requirements for a business and enterprise</b> <b>4. Operations management</b> <b>5. Business growth</b> <b>6. Sources of enterprise funding and business finance</b> <b>7. The impact of external environment on business and enterprise</b> <b>8. Business and enterprise planning</b>
<b>Assessment objectives</b>	<b>AO1 – 8 marks</b> <b>AO2 – 20 marks</b> <b>AO3 – 8 marks</b> <b>AO4 – 40 marks</b>
<b>You are required to:</b> <ul style="list-style-type: none"> <li>produce a comprehensive business plan that focuses on IsaFlo and the expansion plans. <b>[76 marks]</b></li> </ul>	
<b>Evidence</b>	<p>Your evidence <b>must</b> include:</p> <p>A fully completed business plan that includes:</p> <ul style="list-style-type: none"> <li>executive summary</li> <li>company description</li> <li>market analysis</li> <li>marketing</li> <li>people and operations</li> <li>financial plan.</li> </ul> <p>Present your business plan in an appropriate format.</p> <p>You must include your internet browsing history used for research and planning purposes.</p> <p>You could use a range of the following to provide evidence for your plan:</p> <ul style="list-style-type: none"> <li>written plan</li> <li>annotated diagrams</li> <li>digital presentation</li> <li>screenshots</li> <li>spreadsheets</li> <li>graphs and charts</li> <li>designs.</li> </ul>

Task 3 – Business plan		
Band	Marks	Descriptors
4	7–8	<p><b>AO1 – Excellent</b> recall of knowledge and understanding of business plan content that is <b>comprehensive</b>.</p> <p><b>AO1 – Excellent</b> recall of knowledge and understanding of business plan structure that is <b>comprehensive</b>.</p>
3	5–6	<p><b>AO1 – Good</b> recall of knowledge and understanding of business plan content that is <b>mostly detailed</b>.</p> <p><b>AO1 – Good</b> recall of knowledge and understanding of business plan structure that is <b>mostly detailed</b>.</p>
2	3–4	<p><b>AO1 – Reasonable</b> recall of knowledge and understanding of business plan content that has <b>some detail</b>.</p> <p><b>AO1 – Reasonable</b> recall of knowledge and understanding of business plan structure that has <b>some detail</b>.</p>
1	1–2	<p><b>AO1 – Limited</b> recall of knowledge and understanding of business plan content that has <b>minimal detail</b>.</p> <p><b>AO1 – Limited</b> recall of knowledge and understanding of business plan structure that has <b>minimal detail</b>.</p>
0	0	No rewardable material

### Indicative content

It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

### **AO1 – Learners will recall knowledge and understanding of business planning and what is included in a business plan that may include the following:**

- executive summary: as a minimum this may include company name, product provided and its target market. Learners may also include information on reasons(s) for product, target market, legal structure, finance required
- primary and secondary research: as a minimum this may include, but is not limited to, competition, target market, labour needs.
- premises: as a minimum this may include, but is not limited to, location, cost, equipment
- raw materials and / or components: as a minimum this may include, but is not limited to, quantity, cost, supplier
- market analysis: as a minimum this may include, but is not limited to, target market, competitive environment, potential suppliers
- marketing: as a minimum this may include, but is not limited to, product, place, price, promotion

- people and operations: as a minimum this may include, but is not limited to, skills requirements, training needs, methods of production and distribution
- financial plan: as a minimum this may include, but is not limited to, start-up costs, running costs (fixed and variable), projected income statement and break-even calculation.

Task 3 – Business plan		
Band	Marks	Descriptors
4	7–8	<p><b>AO3 – Excellent</b> analysis and evaluation of the brief that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications for their choice of research that is <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO3 – Excellent</b> reasoned judgements provided on their business plan that are <b>highly detailed</b>.</p>
3	5–6	<p><b>AO3 – Good</b> analysis and evaluation of the brief that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications for their choice of research that is <b>detailed</b>.</p> <p><b>AO3 – Good</b> reasoned judgements provided on their business plan that are <b>detailed</b>.</p>
2	3–4	<p><b>AO3 – Reasonable</b> analysis and evaluation of the brief that has <b>some detail</b> and is of <b>some relevance</b>. Supported with <b>reasonable</b> justifications for their choice of research that have <b>some detail</b>, though these may be <b>underdeveloped</b>.</p> <p><b>AO3 – Reasonable</b> judgements provided on their business plan that have <b>some detail</b>, though these maybe <b>underdeveloped</b>.</p>
1	1–2	<p><b>AO3 – Limited</b> analysis and evaluation of the brief that has <b>minimal detail</b> and is of <b>minimal relevance</b>. Supported with <b>limited</b> justifications for their choice of research that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p> <p><b>AO3 – Limited</b> judgements provided on their business plan that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p>
0	0	No rewardable material

### Indicative content

**AO3 – Learners will analyse and evaluate knowledge and understanding via the interpretation of the requirements of the brief.** It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

**This is implied through the demonstration required of AO4, and the application required of AO2 for the production of a business plan. That may include the following:**

**Interpretation of the brief:**

- business is growing from just producing office furniture to also producing outdoor furniture
- sales only made through their website
- batch production is to be used (no other production method awardable)
- just in time method of stock control (no other method awardable)
- finance is required to enable the plan to take place – sources must be considered.

Task 3 – Business plan: Executive summary and company description		
Band	Marks	Descriptors
4	10–12	<p><b>AO4 – Technical skills:</b>  <b>Excellent</b> and <b>highly proficient</b> demonstration and application of technical skills to create an executive summary and company description that is <b>comprehensive</b> and <b>highly</b> detailed.</p> <p><b>AO4 – Excellent</b> translation of business needs to the executive summary that is <b>comprehensive, highly detailed,</b> and <b>highly relevant</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Excellent</b> application of knowledge and understanding <b>all</b> aspects of the brief. The needs of the business are fully met in a <b>comprehensive</b> and <b>highly detailed</b> way. Executive summary and company description are <b>highly relevant</b>.</p>
3	7–9	<p><b>AO4 – Technical skills:</b>  <b>Good</b> and <b>mostly proficient</b> demonstration and application of technical skills to create an executive summary and company description that is <b>mostly detailed</b> and <b>coherent</b>.</p> <p><b>AO4 – Good</b> translation of business needs to the executive summary that is <b>mostly detailed</b> and <b>mostly</b> relevant to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Good</b> application of knowledge and understanding <b>most</b> aspects of the brief. The needs of the business are met in a <b>detailed</b> and <b>mostly relevant</b> way. Executive summary and company description are <b>mostly relevant</b>.</p>
2	4–6	<p><b>AO4 – Technical skills:</b>  <b>Reasonable</b> demonstration and application of technical skills to create an executive summary and company description that shows <b>some proficiency</b> and has <b>some detail, though maybe underdeveloped</b>.</p> <p><b>AO4 – Reasonable</b> translation of business needs to the executive summary that has <b>some detail</b> and <b>some relevance</b> to the requirements of the brief, <b>though may be underdeveloped</b>.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Reasonable</b> recall of knowledge and understanding <b>some</b> aspects of the brief. The needs of the business are met with <b>some detail</b> and <b>with some relevance</b>. Executive summary and company description have <b>some relevance</b>.</p>
1	1–3	<p><b>AO4 – Technical skills:</b></p>

		<p><b>Limited</b> demonstration and application of technical skills to create an executive summary and company description that shows <b>limited proficiency</b> and has <b>minimal detail</b>.</p> <p><b>AO4 – Limited</b> translation of business needs to the executive summary that has <b>limited detail</b> and <b>limited relevance</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Limited</b> recall of knowledge and understanding of <b>limited</b> aspects of the brief. The needs of the business are met with <b>limited detail</b> and <b>with limited relevance</b>. Executive summary and company description have <b>limited relevance</b>.</p>
<b>0</b>	<b>0</b>	No rewardable material

<b>Task 3 – Business plan: Market analysis</b>		
<b>Band</b>	<b>Marks</b>	<b>Descriptors</b>
<b>4</b>	<b>10–12</b>	<p><b>AO4 – Technical skills:</b>  <b>Excellent</b> and <b>highly proficient</b> demonstration and application of technical skills to create a market analysis that is <b>comprehensive</b> and <b>highly</b> detailed.</p> <p><b>AO4 – Excellent</b> translation of business needs to the market analysis that is <b>comprehensive, highly detailed</b> and <b>highly relevant</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Excellent</b> application of knowledge and understanding <b>all</b> aspects of the brief. The needs of the business are fully met in a <b>comprehensive</b> and <b>highly detailed</b> way. Market analysis is <b>highly relevant</b>.</p>
<b>3</b>	<b>7–9</b>	<p><b>AO4 – Technical skills:</b>  <b>Good</b> and <b>mostly proficient</b> demonstration and application of technical skills to create a market analysis that is <b>mostly detailed</b> and <b>coherent</b>.</p> <p><b>AO4 – Good</b> translation of business needs to the market analysis that is <b>mostly detailed</b> and <b>mostly</b> relevant to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Good</b> application of knowledge and understanding <b>most</b> aspects of the brief. The needs of the business are met in a <b>detailed</b> and <b>mostly relevant</b> way. Market analysis is <b>mostly relevant</b>.</p>
<b>2</b>	<b>4–6</b>	<p><b>AO4 – Technical skills:</b>  <b>Reasonable</b> ability to construct a marketing analysis. Technical skills are demonstrated along with the provision of <b>some</b> evidence of processing skills and techniques.</p> <p><b>AO4 – Reasonable</b> translation of business needs to the market analysis.</p> <p><b>AO2 – Meeting the needs of the brief:</b></p>

		<b>Reasonable</b> consideration of <b>some</b> aspects of the brief. Most of the needs of the business company are met in a <b>sound</b> manner. Marketing analysis is <b>somewhat appropriate</b> .
<b>1</b>	<b>1–3</b>	<p><b>AO4 – Technical skills:</b>  <b>Limited</b> demonstration and application of technical skills to create a market analysis that shows <b>limited proficiency</b> and has <b>minimal detail</b>.</p> <p><b>AO4 – Limited</b> translation of business needs to the market analysis that has <b>limited detail</b> and <b>limited relevance</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Limited</b> recall of knowledge and understanding of <b>limited</b> aspects of the brief. The needs of the business are met with <b>limited detail</b> and <b>with limited relevance</b>. Market analysis has <b>limited relevance</b>.</p>
<b>0</b>	<b>0</b>	No rewardable material

<b>Task 3 – Business plan: Marketing</b>		
<b>Band</b>	<b>Marks</b>	<b>Descriptors</b>
<b>4</b>	<b>10–12</b>	<p><b>AO4 – Technical skills:</b>  <b>Excellent</b> and <b>highly proficient</b> demonstration and application of technical skills to create marketing plans that are <b>comprehensive</b> and <b>highly</b> detailed.</p> <p><b>AO4 – Excellent</b> translation of business needs to the marketing plans that are <b>comprehensive, highly detailed</b> and <b>highly relevant</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Excellent</b> application of knowledge and understanding <b>all</b> aspects of the brief. The needs of the business are fully met in a <b>comprehensive</b> and <b>highly detailed</b> way. Marketing plans are <b>highly relevant</b>.</p>
<b>3</b>	<b>7–9</b>	<p><b>AO4 – Technical skills:</b>  <b>Good</b> and <b>mostly proficient</b> demonstration and application of technical skills to create a marketing plan that is <b>mostly detailed</b> and <b>coherent</b>.</p> <p><b>AO4 – Good</b> translation of business needs to the marketing plan that is <b>mostly detailed</b> and <b>mostly</b> relevant to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Good</b> application of knowledge and understanding <b>most</b> aspects of the brief. The needs of the business are met in a <b>detailed</b> and <b>mostly relevant</b> way. Marketing plans are <b>mostly relevant</b>.</p>
<b>2</b>	<b>4–6</b>	<p><b>AO4 – Technical skills:</b>  <b>Reasonable</b> ability to construct a marketing plan. Technical skills are demonstrated along with the provision of <b>some</b> evidence of processing skills and techniques.</p> <p><b>AO4 – Reasonable</b> translation of business needs to the marketing plan.</p> <p><b>AO2 – Meeting the needs of the brief:</b></p>

		<b>Reasonable</b> consideration of <b>some</b> aspects of the brief. Most of the needs of the business company are met in a <b>sound</b> manner. Marketing choices are <b>somewhat appropriate</b> .
<b>1</b>	<b>1–3</b>	<p><b>AO4 – Technical skills:</b>  <b>Limited</b> ability to construct a marketing plan. <b>Limited</b> technical skills are demonstrated along with the provision of <b>limited</b> evidence of processing skills and techniques.</p> <p><b>AO4 – Limited</b> translation of business needs to the marketing plan.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Limited</b> consideration of <b>some</b> aspects of the brief. Some of the needs of the business are met. Marketing choices are of <b>limited</b> appropriateness.</p>
<b>0</b>	<b>0</b>	No rewardable material

<b>Task 3 – Business plan: People and operations</b>		
<b>Band</b>	<b>Marks</b>	<b>Descriptors</b>
<b>4</b>	<b>10–12</b>	<p><b>AO4 – Technical skills:</b>  <b>Excellent</b> and <b>highly proficient</b> demonstration and application of technical skills to create people and operations plans that are <b>comprehensive</b> and <b>highly</b> detailed.</p> <p><b>AO4 – Excellent</b> translation of business needs to the people and operations plans that are <b>comprehensive, highly detailed</b> and <b>highly relevant</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Excellent</b> application of knowledge and understanding <b>all</b> aspects of the brief. The needs of the business are fully met in a <b>comprehensive</b> and <b>highly detailed</b> way. People and operations plans are <b>highly relevant</b>.</p>
<b>3</b>	<b>7–9</b>	<p><b>AO4 – Technical skills:</b>  <b>Good</b> and <b>mostly proficient</b> demonstration and application of technical skills to create people and operations plan that are <b>mostly detailed</b> and <b>coherent</b>.</p> <p><b>AO4 – Good</b> translation of business needs to the people and operations plans that are <b>mostly detailed</b> and <b>mostly</b> relevant to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Good</b> application of knowledge and understanding <b>most</b> aspects of the brief. The needs of the business are met in a <b>detailed</b> and <b>mostly relevant</b> way. People and operations plans are <b>mostly relevant</b>.</p>

2	4–6	<p><b>AO4 – Technical skills:</b>  <b>Reasonable</b> ability to construct a people and operations plan. Technical skills are demonstrated along with the provision of <b>some</b> evidence of processing skills and techniques.</p> <p><b>AO4 – Reasonable</b> translation of business needs to the people and operations plan.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Reasonable</b> consideration of <b>some</b> aspects of the brief. Most of the needs of the business company are met in a <b>sound</b> manner. People and operations choices are <b>somewhat appropriate</b>.</p>
1	1–3	<p><b>AO4 – Technical skills:</b>  <b>Limited</b> demonstration and application of technical skills to create a people and operations plan that shows <b>limited proficiency</b> and has <b>minimal detail</b>.</p> <p><b>AO4 – Limited</b> translation of business needs to the people and operations plan that has <b>limited detail</b> and <b>limited relevance</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Limited</b> recall of knowledge and understanding of <b>limited</b> aspects of the brief. The needs of the business are met with <b>limited detail</b> and <b>with limited relevance</b>. People and operations have <b>limited relevance</b>.</p>
0	0	No rewardable material

Task 3 – Business plan: Financial plan		
Band	Marks	Descriptors
4	10–12	<p><b>AO4 – Technical skills:</b>  <b>Excellent</b> and <b>highly proficient</b> demonstration and application of technical skills to create a financial plan that is <b>comprehensive</b> and <b>highly</b> detailed.</p> <p><b>AO4 – Excellent</b> translation of business needs to the financial plan that is <b>comprehensive, highly detailed</b> and <b>highly relevant</b> to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b>  <b>Excellent</b> application of knowledge and understanding <b>all</b> aspects of the brief. The needs of the business are fully met in a <b>comprehensive</b> and <b>highly detailed</b> way. Financial plan is <b>highly relevant</b>.</p>
3	7–9	<p><b>AO4 – Technical skills:</b>  <b>Good</b> and <b>mostly proficient</b> demonstration and application of technical skills to create a financial plan that is <b>mostly detailed</b> and <b>coherent</b>.</p> <p><b>AO4 – Good</b> translation of business needs to the financial plan that is <b>mostly detailed</b> and <b>mostly</b> relevant to the requirements of the brief.</p> <p><b>AO2 – Meeting the needs of the brief:</b></p>



		<b>Good</b> application of knowledge and understanding <b>most</b> aspects of the brief. The needs of the business are met in a <b>detailed</b> and <b>mostly relevant</b> way. Financial plans are <b>mostly relevant</b> .
<b>2</b>	<b>4–6</b>	<b>AO4 – Technical skills:</b> <b>Reasonable</b> ability to construct a financial plan. Technical skills are demonstrated along with the provision of <b>some</b> evidence of processing skills and techniques.  <b>AO4 – Reasonable</b> translation of business needs to the financial plan. <b>AO2 – Meeting the needs of the brief:</b> <b>Reasonable</b> consideration of <b>some</b> aspects of the brief. Most of the needs of the business company are met in a <b>sound</b> manner. Financial planning choices are <b>somewhat appropriate</b> .
<b>1</b>	<b>1–3</b>	<b>AO4 – Technical skills:</b> <b>Limited</b> demonstration and application of technical skills to create a financial plan that shows <b>limited proficiency</b> and has <b>minimal detail</b> .  <b>AO4 – Limited</b> translation of business needs to the financial plan that has <b>limited detail</b> and <b>limited relevance</b> to the requirements of the brief.  <b>AO2 – Meeting the needs of the brief:</b> <b>Limited</b> recall of knowledge and understanding of <b>limited</b> aspects of the brief. The needs of the business are met with <b>limited detail</b> and <b>with limited relevance</b> . Financial plan has <b>limited relevance</b> .
<b>0</b>	<b>0</b>	No rewardable material

It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

### Indicative content

#### **AO2 – Learners will apply knowledge and understanding of business planning to the requirements of the brief that may include the following:**

- the business planning requirements of IsaFlo to enable the expansion plans to successfully take place. This will include consideration of how the business will move from only producing office furniture to expanding to the outdoor furniture market
- information as to the production factors that the business will have to consider to enable the plans to take place. This will focus on batch production (as per the brief) and just in time method of stock control (as per the brief)
- the funding required to facilitate the plans will be considered and relevant sources of finance discussed that are appropriate to the business and the project plans.

#### **AO4 – Learners will demonstrate the application of vocational skills with the creation and completion of a business plan that may include the following:**

- executive summary:
  - company name
  - product provided
  - reasons(s) for product
  - target market
  - legal structure
  - finance required
- primary and secondary research:
  - competition:
    - products and prices
    - number and location
    - distribution methods
  - target market:
    - location
    - characteristics
    - number
  - labour needs:
    - skills
    - number of employees
    - cost
- premises:
  - location
  - cost
  - equipment:
    - items needed
    - cost
- raw materials and / or components:
  - quantity
  - cost
  - supplier
- market analysis:
  - target market
  - competitive environment
  - potential suppliers
- marketing:
  - product / service
  - place
  - price
  - promotion
- people and operations:
  - people considerations:
    - skills required
    - training needs
    - structure of management
    - cost
  - operational considerations:
    - methods of production
    - equipment
    - distribution methods
    - cost

- financial plan:
  - start-up costs
  - running costs (fixed and variable)
  - cash flow forecast
  - break-even chart and analysis
  - projected income statement.

Sample

<b>Task 4 – Review and evaluation</b>	
<b>Maximum time</b>	<b>2 hours</b>
<b>Content areas assessed:</b>	<b>1. Entrepreneurship, business organisation and the importance of stakeholders</b>
<b>Assessment objectives:</b>	<b>A05</b>
<p><b>You are required to:</b></p> <p>Evaluate your preparation for business planning and the final business plan. Review each stage of the project, considering areas of strength and areas for improvement.</p> <p>As a minimum your evaluation <b>must</b> include a consideration of:</p> <ul style="list-style-type: none"> <li>• the accuracy of your business summary</li> <li>• the accuracy of the timeline. Did you need to amend it and, if so, why?</li> <li>• whether your research was effective. Did it provide relevant and sufficient information to allow you to complete the tasks? If not, how could it be improved?</li> <li>• which section of business plan was most difficult to complete and why? How could you have improved the business plan?</li> </ul> <p style="text-align: right;"><b>[12 marks]</b></p>	
<b>Evidence</b>	<p>You <b>must</b> provide:</p> <ul style="list-style-type: none"> <li>• your review / evaluation.</li> </ul> <p>You could use the following formats to provide evidence of your evaluation:</p> <ul style="list-style-type: none"> <li>• written responses</li> <li>• annotated screenshots</li> <li>• digital presentation.</li> </ul>

Task 4 – Review and evaluation		
Band	Marks	Descriptors
4	10–12	<p><b>AO5 – Excellent</b> analysis and evaluation of the success of the final business plan in relation to the brief. The success of the project planning and research along with how well the business plan met the brief and suitability to the specified industry is discussed in a <b>comprehensive</b> and <b>highly detailed</b> way.</p> <p><b>Thoughtful</b> and <b>imaginative</b> ways to improve the business plan that are <b>comprehensive, highly detailed</b> and <b>highly relevant</b> are provided.</p>
3	7–9	<p><b>AO5 – Good</b> analysis and evaluation of the success of the business plan in relation to the brief. The success of the project planning and research along with how well the business plan met the brief and suitability to the specified industry is discussed in a <b>mostly detailed</b> and <b>coherent</b> way.</p> <p><b>Thoughtful</b> and <b>useful</b> ways to improve the business plan that are <b>mostly detailed</b> and <b>mostly relevant</b> are provided.</p>
2	4–6	<p><b>AO5 – Reasonable</b> analysis and evaluation of the success of the final business plan in relation to the brief. The success of project planning and research along with how well the business plan met the brief and suitability to the specified industry is discussed in <b>some detail though may be underdeveloped</b>.</p> <p>Ways to improve the business plan are provided in <b>some detail</b>, with <b>some relevance</b> to the brief, <b>though may be underdeveloped</b>.</p>
1	1–3	<p><b>AO5 – Limited</b> analysis and evaluation of the success of the final business plan in relation to the brief. The success of project planning and research along with how well the business plan met the brief and suitability to the specified industry will be <b>limited</b> and <b>have minimal</b> detail and is <b>mostly irrelevant</b>.</p> <p>Improvements will be <b>limited</b> with <b>minimal detail</b> and of <b>very limited relevance</b>.</p>
0	0	No rewardable material

It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

### Indicative content

**AO5 – Learner will analyse and evaluate the whole process of developing the business plan including:**

**Evaluation of how well the project planning, research and development of the business plan to include the following:**

- Was the business summary accurate?
- Was the timeline realistic and was it adhered to?
- Was the research conducted effective and did it provide the information / data that was needed for the business plan?
- How could the research conducted be improved?
- Were all sections of the business plan completed in sufficient detail?
- Which sections of the business plan were difficult to complete?
- How could the business plan be improved?
- If you were to undertake the whole project again, what would you do the same and what would you change?

**This is the end of the non-exam assessment.**

Sample

## Mark scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

## Marking guidelines

### General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centre's internal quality assurer.

### Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

#### Levels-based descriptors

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a learner needs to demonstrate. Each level-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

## **Application of extended response marking grids**

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Sample