APPLIED

WJEC Level 3 Applied Certificate and Diploma in

BUSINESS

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS - INTERNAL

Teaching from 2017
For award from 2019

WJEC Level 3 Applied Certificate and Diploma in Business

SAMPLE INTERNAL ASSESSMENT

For teaching from 2017

© WJEC CBAC Ltd.

Contents

	Page
UNIT 2: Active Marketing	**3**
UNIT 5: Markets and Customers	**27**
Part A	27
Part B	31

© WJEC CBAC Ltd.

APPLIED LEVEL 3 CERTIFICATE AND DIPLOMA IN BUSINESS

UNIT 2: ACTIVE MARKETING

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

The aim of this unit is for learners to understand and appreciate the key role that marketing has in the success of an organisation.

BRIEF

Option CA1

Controlled Assessment: Business

Select **two** organisations. These organisations must offer different products (goods/services).

Organisation 1 will be located **only** in your local area and is likely to have one outlet/base only (though it could operate from more than one outlet/base in your local area). It will have a **local or regional market**. Examples include (but are **not** limited to):

- a skilled sole trader working in your community, e.g. a painter & decorator, a market trader, an electrician, a florist, a 'corner shop' trader;
- a partnership, e.g. an accountancy firm with more than one office throughout your county, a local chain of estate agents, a law firm specialising in family law and conveyancing;
- a limited company such as a car dealership with garages in three local towns, a small manufacturing business supplying electronic parts for computers;
- a local council supplying public services for your town or city.

Organisation 2 could be located in your local area (though need not be), and is likely to have more than one outlet/base. It will have a **national and/or global market**. Examples include (but are **not** limited to):

- a company operating entertainments, attractions and hotels in the UK (e.g. Merlin, Bourne Leisure);
- a construction-based manufacturer (e.g. JCB);
- UK-based wholesaler serving the retail sector (e.g. Palmer and Harvey);
- a regional water company (e.g. Anglian Water, Severn Trent Water);
- a UK-based clothing manufacturer with its own retail shops and an international presence (e.g. Barbour);
- a multinational defence, security and aerospace company (e.g. BAE);
- a globally-based car manufacturer (e.g. Toyota);
- a multinational chemicals and pharmaceutical company (e.g. Bayer);
- a 'high street' retailer such as Tesco, having many branches throughout the UK (and abroad).

© WJEC CBAC Ltd.

You are required to undertake primary and secondary research into ONE chosen organisation, and secondary research into your other chosen organisation.

Where candidates carry out primary research, outside a supervised environment, a diary of their work is required so as to authenticate the research as the students own work.

This research will encourage you to:

- include up-to-date content in your work;
- generate examples and provide reasons, evidence and support for your answers;
- demonstrate the content knowledge you have gained and the skills you have developed as a result of studying Unit 1; and
- meet the assessment criteria against which the Tasks are set.

In addition to incorporating the results of your research into your answers, you may also submit research findings and evidence in the form of appendices.

Your submitted assessment should be no more than 3000 words, excluding appendices.

© WJEC CBAC Ltd.

TASKS – CA1

Task Number	Evidence	Assessment Criteria	Controls
Task 1 – Markets and Customers 1(a) For **both** organisations, report on: • the market(s) in which they operate • their position within their market(s) • the nature and importance of their selling and marketing operations. 1(b) In your report, examine how the work of your chosen organisations relates to the marketing goals of identifying consumer needs, liaising effectively with customers and offering marketable products. 1(c) In your report, • analyse your organisations' customer types, characteristics and needs • judge the nature and suitability of the customer service supplied by your organisations.	Written report with supporting appendices	AC 1.1 AC 1.2	**Time** 4 hours **Resources** Class notes and information from research undertaken. Students may not have access to the internet when in the controlled environment. **Supervision** You will be supervised throughout. **Collaboration** This is an individual task. **Feedback** You cannot be given feedback on the work until it has been marked.

© WJEC CBAC Ltd.

Task Number	**Evidence**	**Assessment Criteria**	**Controls**
Task 2 – Market Research 2(a) In your report, analyse the market research being undertaken by **one** of your organisations. 2(b) In your report, evaluate the usefulness of this market research to your chosen organisation's marketing strategy.	Written report with supporting appendices Research diary (to authenticate research)	AC 2.1	**Time** 4 hours **Resources** Class notes and information from research undertaken. Students may not have access to the internet when in the controlled environment. **Supervision** You will be supervised throughout. **Collaboration** This is an individual task. **Feedback** You cannot be given feedback on the work until it has been marked.

© WJEC CBAC Ltd.

Task Number	Evidence	Assessment Criteria	Controls
Task 3 – The Marketing Mix 3(a) For **one** organisation, report on the nature of each of the "7Ps" found in the marketing mix. 3(b) in your report, examine the function(s) played by each of these in the marketing mix of this organisation. 3(c) In your report, assess the contribution made by any **three** of the 7Ps in helping this organisation achieve its marketing goals through creating an effective marketing mix.	Written report with supporting appendices	AC 3.1 AC 3.2	**Time** 4 hours **Resources** Class notes and information from research undertaken. Students may not have access to the internet when in the controlled environment. **Supervision** You will be supervised throughout. **Collaboration** This is an individual task. **Feedback** You cannot be given feedback on the work until it has been marked.

Total task time: 12 hours

© WJEC CBAC Ltd.

Option CA2

Controlled Assessment: Retail Business

Select **two** organisations. These organisations must offer different products (goods/services).

Organisation 1 will be located **only** in your local area and is likely to have one outlet/base only (though it could operate from more than one outlet/base in your local area). It will have a **local or regional market**. Examples include (but are **not** limited to):

- a skilled sole trader working in the retail sector within your community, e.g. a market trader, a florist, a convenience store trader, a local musical instrument shop;
- a partnership, e.g. operating as a specialty store based in your town, owners of a local café or another food outlet;
- a limited company such as a department store with outlets in three local towns, a small warehouse store or variety store having a local demand;
- a local council that includes in its activities a retail function such as organising/controlling street markets, operating a local theatre/art gallery, or offering sports and leisure services.

Organisation 2 could be located in your local area (though need not be), and is likely to have more than one outlet/base. It will have a **national and/or global market**. Examples include (but are **not** limited to):

- a company operating entertainments, attractions and hotels in the UK (e.g. Merlin, Bourne Leisure)
- UK-based wholesaler serving the retail sector (e.g. Palmer and Harvey)
- a regional water company (e.g. Anglian Water, Severn Trent Water)
- a national discount store company (e.g. TJX, owners of T.K.Maxx);
- an e-business such as Amazon, having a global market;
- a national chain of booksellers (e.g. Waterstones);
- a 'high street' retailer such as Tesco, having many branches throughout the UK (and abroad).

You are required to undertake primary and secondary research into ONE chosen retail organisation, and secondary research into your other chosen retail organisation.

Where candidates carry out primary research, outside a supervised environment, a diary of their work is required so as to authenticate the research as the students own work.

This research will encourage you to:

- include up-to-date content in your work;
- generate examples and provide reasons, evidence and support for your answers;
- demonstrate the content knowledge you have gained and the skills you have developed as a result of studying Unit 1; and
- meet the assessment criteria against which the Tasks are set.

In addition to incorporating the results of your research into your answers, you may also submit research findings and evidence in the form of appendices.

Your submitted assessment should be no more than 3000 words, excluding appendices.

© WJEC CBAC Ltd.

TASKS – CA2

Task Number	Evidence	Assessment Criteria	Controls
Task 1 – **Markets and Customers** 1(a) For **both** organisations, report on: • the retail market(s) in which they operate • their position within their market(s) • the nature and importance of their retailing operation. 1(b) In your report, examine, how the work of your chosen retail organisations relates to the marketing goals of identifying consumer needs, liaising effectively with customers and offering marketable products. 1(c) In your report,: • analyse your retail organisations' customer types, characteristics and needs • judge the suitability of the customer service supplied by your retail organisations.	Written report with supporting appendices	AC 1.1 AC 1.2	**Time** 4 hours **Resources** Class notes and information from research undertaken. Students may not have access to the internet when in the controlled environment. **Supervision** You will be supervised throughout. **Collaboration** This is an individual task. **Feedback** You cannot be given feedback on the work until it has been marked.

© WJEC CBAC Ltd.

Task Number	Evidence	Assessment Criteria	Controls
Task 2 – Market Research 2(a) In your report, analyse the market research being undertaken by **one** of your retail organisations. 2(b) In your report evaluate the usefulness of this market research to your chosen organisation's marketing and/or retailing strategy.	Written report with supporting appendices Research diary (to authenticate research)	AC 2.1	**Time** 4 hours **Resources** Class notes and information from research undertaken. Students may not have access to the internet when in the controlled environment. **Supervision** You will be supervised throughout. **Collaboration** This is an individual task. **Feedback** You cannot be given feedback on the work until it has been marked.

© WJEC CBAC Ltd.

Task Number	Evidence	Assessment Criteria	Controls
Task 3 – The Marketing Mix 3(a) For **one** organisation, report on the nature of each of the "7Ps" found in the marketing mix. 3(b) In your report examine the function(s) played by each of these in the marketing mix of this organisation. 3(c) In your report, assess the contribution made by **merchandising and any two other** of the 7Ps in helping this organisation achieve its marketing and/or retailing goals through creating an effective marketing mix.	Written report with supporting appendices	AC 3.1 AC 3.2	**Time** 4 hours **Resources** Class notes and information from research undertaken. Students may not have access to the internet when in the controlled environment. **Supervision** You will be supervised throughout. **Collaboration** This is an individual task. **Feedback** You cannot be given feedback on the work until it has been marked.

Total task time: 12 hours

© WJEC CBAC Ltd.

ASSESSOR INFORMATION

WJEC Approach to Assessment

Unit 2: Active Marketing is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.

- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.

WJEC Level 3 Applied Certificate and Diploma in Business has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Task setting

WJEC has produced this model assignment for the assessment of this unit. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all the marks available.
- The assignment must indicate the acceptable forms of evidence.

© WJEC CBAC Ltd.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose and all tasks are coherently related to the applied purpose. The assignment brief provides learners with opportunities to engage with real organisations.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are 12 hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners can have access to. As the evidence for all tasks is to be presented as written reports, learners should be provided with appropriate ICT software, although the evidence can be hand-written. Learners can have access to class notes, including text books, for all tasks but should not be allowed access to the Internet for task in the controlled environment. Learners are permitted to have access to their research findings along with other noted resources, however subsequently (i.e. after the start of the permitted 10 hours) nothing should be taken into or out of the controlled environment.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing tasks. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the mark bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Where learners carry out research (in preparing their research findings) outside the controlled environment, a diary of their work is required so as authenticate the research as the students own work.

Learners can review and redraft evidence independently within the time controls for the assessment. Learners cannot redraft based on feedback from an assessor.
Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

© WJEC CBAC Ltd.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment, group work is not permitted.

Task marking

All marking of evidence must be made against the mark bands given in each unit of the specification. Marked evidence must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they understand the requirements of the learning outcomes, assessment criteria and mark bands prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the assessment criteria and mark bands

© WJEC CBAC Ltd.

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment brief (task setting)

Type of evidence

For this assignment, any format of written report is acceptable.

Tasks

Only references to the context of the assignment brief can be changed in the tasks, i.e. the selection of organisations as the basis for research.

Purpose

No changes are permitted.

Context

The context must be real organisations. The brief must make reference to an appropriate business/retail context and linked to the content of the unit specification. There must also be the possibility of a range of implications resulting from the scenarios.

How assessment is managed (task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the learner assignment brief. There can be no changes to these.

Collaboration

Group work is not permitted for this unit.

Supervision

No changes are permitted.

Feedback

No changes are permitted.

© WJEC CBAC Ltd.

WJEC [*INSERT LEVEL*] IN
[*INSERT SUBJECT TITLE*]

INTERNAL CONTROLLED ASSESSMENT TIMESHEET

UNIT [*X*]: [*INSERT TITLE OF UNIT*]

Centre Name:	
Centre Number:	
Candidate Name:	
Candidate Number:	

The total time allowed must not exceed [*insert number of hours.*]

The timed, supervised hours took place as follows:

Task	Date	Time allowed: [*6 hours/minutes*]	
		Hours	Minutes
	Total		

I certify that all candidates entered were informed of the above dates.

Supervisor's Signature: …….. Date*:* ……..

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

Candidate's Signature*:* …… Date*:* ……..

© WJEC CBAC Ltd.

WJEC LEVEL 3 APPLIED CERTIFICATE AND DIPLOMA IN BUSINESS
MARK RECORD SHEET

UNIT:

Centre name:	**Centre no:**
Candidate name:	**Candidate no:**

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Candidate declaration
I have read and understood the **notice to candidate** (above). I have produced the attached work without assistance beyond that allowed. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate's signature: ..... **Date**: .....

Declaration by assessor:
I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice. Signed candidate declarations for the entire cohort will be kept on file.

Assessor name (please print): ..... **Signature**: ..... **Date:** .....

Lead assessor declaration:
I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Lead assessor name (please print): ..... **Signature**: ..... **Date:** .....

Overall marks awarded for this unit:

© WJEC CBAC Ltd.

Assessment Criteria	**Performance Bands**				**Marks Awarded**
	Band 1 **1 – 6 marks**	**Band 2** **7 – 12 marks**	**Band 3** **13 – 18 marks**	**Band 4** **19 – 24 marks**	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC1.1 Explore the relationship between markets, marketing and selling.	Describes main features of markets, marketing and selling.	Explains the main features in context.	Analyses how the organisation's markets, marketing and selling interlink.	Examines the interrelationship of the organisation's markets, marketing and selling in the context of achieving its marketing goals.	
Assessor Comments					
AC1.2 Assess how organisations are influenced by the fact that customers are key to their success.	Describes some customer-related factors but lacks illustration and/or context.	Detailed explanation of the influence of these customer-related factors with relevant examples and in clear context.	Analyses the interrelationship between the organisation's customers and the provision of its products	Assesses the effectiveness of the responsiveness of the organisation to its evolving customer base.	
Assessor Comments					

© WJEC CBAC Ltd.

Assessment Criteria	**Performance Bands**				**Marks Awarded**
	Band 1 **1 – 6 marks**	**Band 2** **7 – 12 marks**	**Band 3** **13 – 18 marks**	**Band 4** **19 – 24 marks**	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC2.1 Evaluate the effectiveness of market research information	Describes the relevance of market research information.	Explains the relevance and effectiveness of the market research information.	Analyses the market research, and supports with a range of appropriate illustrations.	Evaluates effectiveness through considering role and importance, together with full justifications.	
Assessor Comments					

© WJEC CBAC Ltd.

Assessment Criteria	**Performance Bands**				**Marks Awarded**
	Band 1 **1 – 6 marks**	**Band 2** **7 – 12 marks**	**Band 3** **13 – 18 marks**	**Band 4** **19 – 24 marks**	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC3.1 Explore the nature, functions and interrelationship of the different elements in the marketing mix	Describes the nature of the &Ps.	Explains nature and functions, and supports with relevant examples.	Analyses nature and functions in detail, and considers the relevance to the organisation of their interrelationship.	Assesses how effectively the organisation utilises the 7Ps to achieve its goals.	
Assessor Comments					
AC3.2 Evaluate the role played by the marketing mix in the overall marketing strategy	Describes the role played by the marketing mix.	Explains the importance of the role of the mix in the overall marketing strategy.	Analyses the role in the context of the organisation's external environment.	Evaluates the role, arguments being fully supported by evidence and examples.	
Assessor Comments					

© WJEC CBAC Ltd.

Guidance on assessment criteria for CA1 and CA2

Task 1

For Task 1 (a) (AC1.1), the candidate will have:

- provided an in-depth report on both organisations, the key features of their market(s) and position in these market(s). This will be supported by a detailed examination of the importance of selling/marketing/retailing in the context of each organisation and its market(s). To achieve higher marks, the candidate will have utilised fully the knowledge and skills gained from studying Unit 1, for example by considering aspects such as the nature of each organisation and its wider external environment.

  (7 – 8 marks)

- reported on both organisations, the key features of their market(s) and position in these market(s). This report will be analytical and will be supported by some consideration of the importance of selling/marketing/retailing in the context of each organisation and its market(s). The candidate's work will show some evidence of knowledge and skills gained from studying Unit 1.

  (5 – 6 marks)

- reported on both organisations, explaining rather than analysing the main features of the market(s) and position in these market(s). This explanation will be supported with a reasonable understanding of the importance of selling/marketing/retailing in the context of the organisation(s) and market(s), but which is limited in depth, completeness or accuracy.

  (3 – 4 marks)

- reported on at least one organisation, describing or making weak explanations of some features of the market(s) and position in these market(s). This will be supported with some knowledge shown of the importance of selling/marketing/retailing in the context of the organisation(s) and market(s), but which is limited in depth and/or completeness.

  (1 – 2 marks)

For Task 1 (b) (AC1.1), the candidate will have:

- undertaken a full examination of how the work of both organisations relates to their stated goals. To achieve higher marks, these goals will be examined fully in the light of related issues studied in Unit 1, such as the influences of entrepreneurial and innovative activity on the work of the organisations.

  (7 – 8 marks)

- analysed or provided a limited examination of how the work of both organisations relates to their stated goals. The candidate will have reviewed these goals in the light of some related issues studied in Unit 1.

  (5 – 6 marks)

- explained how the work of both organisations relates to their stated goals, though this explanation will be limited in depth, completeness or accuracy.

  (3 – 4 marks)

- made a basic and limited attempt to describe or explain how the work of at least one organisation relates to one or more of the stated goals.

  (1 – 2 marks)

© WJEC CBAC Ltd.

For Task 1 (c) (AC1.2), the candidate will have:

- provided a detailed analysis of customer types, characteristics and needs relating to both organisations. To achieve higher marks, the candidate will have considered relevant knowledge and skills from Unit 1 study, for example the connections to stakeholders and the role/importance of quality.

(4 marks)

- analysed the customer types, characteristics and needs relating to both organisations, though this analysis will be limited in scope and depth. The candidate's report will have been influenced by some knowledge and skills gained from Unit 1 study.

(3 marks)

- explained, rather than analysed, the main customer types, characteristics and needs of both organisations.

(2 marks)

- described or offered a limited explanation of some customer types, characteristics and/or needs.

(1 mark)

and

- judged accurately the nature and suitability of the customer service offered by both organisations, supported by a range of suitable examples in context, and showing a consideration of relevant Unit 1 factors, such as the role played by relevant customer service skills gained from the organisation's training/development programmes and levels of motivation.

(4 marks)

- made some judgement about the nature and suitability of the customer service offered by both organisations, and supported this judgement with some suitable examples in context. The candidate's report will have been influenced by some knowledge and skills from Unit 1 study.

(3 marks)

- given for both organisations an acceptable judgment of their customer service, but one which is incomplete or lacking in exemplification.

(2 marks)

- offered some explanation of at least one organisation's customer service, but which is lacking in depth, completeness and exemplification when reviewed as a judgement.

(1 mark)

Task 2

For Task 2 (a) (AC2.1), the candidate will have:

- made a thorough analysis of the market research being undertaken by one organisation, this analysis being supported by detailed explanations/illustrations of the nature and types of research. To achieve higher marks, the candidate's report will have been suitably influenced by relevant knowledge, understanding and skills gained from Unit 1 study, for example by taking account of the issues of resources and the skill of numeracy.

  (10 – 12 marks)

- analysed the organisation's market research in some depth, though the analysis is likely to be incomplete in range and depth, or includes theory that is unrelated to the context. The candidate will have considered some relevant issues drawn from Unit 1 study.

  (7 – 9 marks)

- explained, rather than analysed, the market research being undertaken by one organisation, this explanation being supported by relevant illustrations of the nature and types of research.

  (4 – 6 marks)

- submitted a report that is limited to description or explanation of the organisation's market research, which will be unbalanced or incomplete in range, and/or over-reliant on theory that is unrelated to the context.

  (1 – 3 marks)

For Task 2 (b) (AC2.1), the candidate will have:

- provided a detailed, balanced and fully justified evaluation of the usefulness of this market research to the organisation, based on both the analysis from Task 2 (a) and a clear understanding of the organisation's marketing and/or retailing strategy. The candidate will have placed this evaluation in the context of a full understanding of relevant Unit 1 issues, such as the link to business planning and the organisation's overall mission, aim and objectives.

  (10 – 12 marks)

- provided detailed analysis or some evaluation of the usefulness of this market research to the organisation, based on both the analysis from Task 2 (a) and some understanding of the organisation's marketing and/or retailing strategy, although the evaluation will show evidence of limited judgement. The candidate will have placed this evaluation in the context of some understanding of relevant Unit 1 issues

  (7 – 9 marks)

- undertaken analysis rather than evaluation, and which is limited in scope and fails to fully consider the chosen organisation's marketing and/or retailing strategy

  (4 – 6 marks)

- reported using description or limited explanation, which lacks judgement and which only partly relates to the chosen organisation's marketing and/or retailing strategy

  (1 – 3 marks)

© WJEC CBAC Ltd.

Task 3

For Task 3 (a) (AC3.1), the candidate will have:

- explained fully the nature/type of each of the 7Ps in the context of the organisation, supporting this explanation with a range of appropriate examples of their nature/type.
  (7 – 8 marks)

- provided some explanation of the nature/type of the 7Ps, supporting this explanation with some relevant examples of their nature/type.
  (5 – 6 marks)

- described fully the nature/type of each of the 7Ps in the context of the organisation, supporting this description with some appropriate examples of their nature/type.
  (3 – 4 marks)

- provided a limited description of the nature/type of the 7Ps, but this description lacks depth and/or completeness and is limited contextually, e.g. by a lack of examples.
  (1 – 2 marks)

For Task 3 (b) (AC3.1), the candidate will have:

- examined fully how the organisation uses each of the 7Ps in the context of its marketing mix, supporting this with a comprehensive range of examples that show clearly the (relative) importance of each. To achieve higher marks, the candidate will have incorporated into the report relevant Unit 1 knowledge, understanding and skills such as quality issues, communication and problem-solving.
  (7 – 8 marks)

- submitted a limited examination which offers some comparisons of how the organisation uses each of the 7Ps in the context of its marketing mix, together with providing some relevant examples showing how each is important. The candidate will have incorporated into the report some relevant Unit 1 knowledge, understanding and skills.
  (5 – 6 marks)

- provided a detailed explanation or limited analysis of the use made by the organisation of some/all of the 7Ps, but which lacks some clarity and/or exemplification.
  (3 – 4 marks)

- described or made a weak/incomplete explanation of the organisation's use of some/all of the 7Ps, but which is lacking in clarity' depth and exemplification.
  (1 – 2 marks)

For Task 3 (c) (AC3.2), the candidate will have:

- justified the selection of the 3Ps chosen, and undertaken for each a full and balanced evaluation that is backed by thorough analysis and supported by clear justifications and suitable exemplification, of its contribution in helping this organisation achieve its marketing goals through creating an effective marketing mix. To achieve higher marks the candidate will have considered relevant issues gained from studying Unit 1, such as the organisation's mission and the wider external environment in which it operates.

  (7 – 8 marks)

- provided some justification for the 3Ps chosen, together with some evaluation of their contribution to the success of the overall marketing mix, but which is lacking some supporting analysis, evidence and/or exemplification. The candidate will have considered relevant issues gained from studying Unit 1.

  (5 – 6 marks)

- made some explanatory or basic analytical comments concerning the 3Ps, but which is characterised by a failure to evaluate and/or to research and exemplify.

  (3 – 4 marks)

- described or given a weak/incomplete explanation concerning one or more of the 3Ps, but which is characterised by a lack of analysis and judgement.

  (1 – 2 marks)

© WJEC CBAC Ltd.

APPLIED LEVEL 3 DIPLOMA IN BUSINESS

UNIT 5: MARKETS AND CUSTOMERS

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

The aim of this unit is for learners to understand the importance of having a detailed knowledge of, and being able to respond quickly and appropriately to the needs of, an organisation's customers and markets.

BRIEF

Controlled Assessment: Part A

Activity

You will research into setting up in business as a sole trader in your local area.

Scenario

You have been considering working for yourself for some time. Encouraged by the results of your research into the availability of government and other support for those wishing to start-up a small business, you hope to set up in business in your local area.

You realise the importance of undertaking full and detailed research before committing to set up your business. Although you have been left a small legacy that you are prepared to invest in your business venture, you anticipate that additional funding could be needed in order to turn your idea into reality. You therefore accept that it is crucial to produce a business plan for your proposed business.

In practice, you propose to write your Plan in two separate stages. The first stage of your planning and research, on which you will work presently, will be to complete the Plan's first three sections:

- Section 1 The Business Idea
- Section 2 Customers and Customer Service
- Section 3 The Market

(The second stage will be to produce a detailed marketing and promotional plan, and to present your proposals to an accountant in order to create a financial forecast. You will undertake this work and include these sections in your Plan at a later date).

Your Plan will eventually be presented to your bank or alternative finance provider, and it will therefore need to meet the following criteria. Your Plan must be:

- **realistic** –it has to be based on thorough investigation and research into (in the first instance) your product, customers and market
- **concise** – it has to be business-like in presentation, and so the sections on which you will be working must be **in the form of a report, no more than 12 A4 pages in length** (excluding appendices).

Background research for Section 1 (The Business Idea)

Through primary and secondary research, you will establish and explain

- a **feasible business idea** that is realistic in terms of your local area, your expertise and the availability of finance
- the **name** of, and **aims and objectives** for, your proposed business
- the **product** (good or service) you plan to sell
- the main **resources** – human, financial, physical and informational – required to sell and market your product

You will summarise this research in Section 1 of your Business Plan. This information will act as a foundation for the remainder of your Plan.

(The results of your research can be included as appendix information)

Background research for Sections 2 and 3 (Customers and Customer Service; The Market)

You will need to undertake primary and secondary research into:

- a suitable **location** for your business, including information on the costs that relate to this location
- the expected nature and type of your **customers**, to establish there will be a demand for your product
- how these customers could be **segmented**
- their **wants, needs and expectations**
- how you propose to monitor the **quality of your customer service**, and how it might be improved over time
- the nature of your **local market**, and proposed **initial marketing strategies** for this market
- the extent and nature of **local or other competition**
- the **threats** this competition poses, and/or the **opportunities** it presents, to your proposed business
- your potential **response to competitor activity**.

(The results of your research can be included as appendix information)

© WJEC CBAC Ltd.

Section 2 Customers and Customer Service

In this Section you will use your research findings relating to your proposed customers to:

- explain how and why you have researched into your proposed customers
- explain how your business will focus on these customers in order to establish a market-oriented relationship with them
- analyse how your customers' wants, needs and expectations are likely to influence your business activity.

You will also include in this Section your proposals for customer service. To justify its inclusion in your Plan, you will:

- evaluate the importance of offering good customer service in making your business a success.

Section 3 The Market

In this Section you will use your research findings about your proposed location, market and competition to:

- explain how you plan to develop and then initially market your product (good or service), particularly in terms of your plans concerning pricing and promotion
- evaluate the competition that you expect to face in your local market.

TASKS – Part A

Task 1

Explain how and why you have researched into your proposed customers.

Task 2

Explain how your business will focus on these customers in order to establish a market-oriented relationship with them.

Task 3

Analyse how your customers' wants, needs and expectations are likely to influence your business activity.

Task 4

Evaluate the importance of offering good customer service in making your business a success.

Task 5

Explain how you plan to develop and then initially market your product (good or service), particularly in terms of your plans concerning pricing and promotion.

Task 6

Evaluate the competition that you expect to face in your local market.

© WJEC CBAC Ltd.

Controlled Assessment: Part B

Activity

You are required to explain, analyse and evaluate the business activities of a global organisation of your choice.

Background research

You are required to carry out primary and/or secondary research into **both** the UK-based and the overseas operations of your chosen organisation.

You will select a global organisation with a substantial business presence in the UK in terms of market and location, **and** with a market/location presence in at least one other country that forms part of, or is linked to, a trading bloc or other international trade-related organisation.

Examples include (2016) but are **not** limited to:

- BP – operates in the UK and also in the USA (NAFTA), Iraq and Angola (OPEC), and Brazil (Mercosur)
- Dixons Retail – operates in the UK and throughout much of Europe (EU)
- Tata Group – headquarters in India (ASEAN-India Free Trade Area) with operations in the UK and in the Netherlands, France and Germany (EU)
- Vodafone Group – operates in the UK and also in Egypt (African Free Trade Zone), Thailand (ASEAN Free Trade Area), and Australia (links with ASEAN)

Use your research to help you with the following Tasks.

TASKS – Part B

Task 1

Explain the influence that **one** international trading bloc or other relevant trade-related international organisation has on your chosen organisation.

Task 2

Select **one** influence (for example, a PESTEL-type influence) on your chosen organisation whilst it is operating in the UK domestic market, and analyse the extent of this influence on its business operations.

Task 3

Evaluate the extent to which your chosen organisation gains from operating globally rather than only domestically.

SUMMARY

Part A

Task Number	Evidence	Assessment Criteria	Controls
1	Business plan supported by appendices including primary and secondary research.	AC1.2	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked
2	Business plan supported by appendices including primary and secondary research.	AC1.1	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked
3	Business plan supported by appendices including primary and secondary research.	AC1.3	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked

© WJEC CBAC Ltd.

Task Number	Evidence	Assessment Criteria	Controls
4	Business plan supported by appendices including primary and secondary research.	AC1.4	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked
5	Business plan supported by appendices including primary and secondary research.	AC 2.2	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked
6	Business plan supported by appendices including primary and secondary research.	AC 2.1	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked

Total task time: 6 hours

Part B

Task Number	Evidence	Assessment Criteria	Controls
1	Written report	AC 3.3	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked
2	Written report	AC 3.1	**Time** 2 hours **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked
3	Written report	AC 3.2	**Time** 1 hour **Resources** Access to class notes and research; no access to Internet; access to ICT software **Supervision** You will be supervised throughout **Collaboration** Individual task **Feedback** You cannot be given feedback on the work you produce until it has been marked

Total task time: 4 hours

© WJEC CBAC Ltd.

ASSESSOR INFORMATION

WJEC Approach to Assessment

Unit 5: Markets and customers is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.

- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.

WJEC Level 3 Applied Certificate and Diploma in Business has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Task setting

WJEC has produced this model assignment for the assessment of this unit. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all the marks available.
- The assignment must indicate the acceptable forms of evidence.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose and all tasks are coherently related to the applied purpose. The assignment brief provides learners with opportunities to engage with real organisations.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are 10 hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners can have access to. As the evidence for all tasks is to be presented as written reports, learners should be provided with appropriate ICT software, although the evidence can be hand-written. Learners can have access to class notes, including text books, for all tasks but should not be allowed access to the Internet for task in the controlled environment. Learners are permitted to have access to their research findings along with other noted resources, however subsequently (i.e. after the start of the permitted 10 hours) nothing should be taken into or out of the controlled environment.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing tasks. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the mark bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Where learners carry out research (in preparing their research findings) outside the controlled environment, a diary of their work is required so as authenticate the research as the students own work.

Learners can review and redraft evidence independently within the time controls for the assessment. Learners cannot redraft based on feedback from an assessor.
Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

© WJEC CBAC Ltd.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment, group work is not permitted.

Task marking

All marking of evidence must be made against the mark bands given in each unit of the specification. Marked evidence must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they understand the requirements of the learning outcomes, assessment criteria and mark bands prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the assessment criteria and mark bands

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment brief (task setting)

Type of evidence

For this assignment:
Part A: a business plan is required of no more than 12 A4 pages in length (excluding appendices) any format of written report (business plan) is acceptable
Part B: any format of written report is acceptable

Tasks

Only references to the context of the assignment brief can be changed in the tasks, i.e. the choice of business idea for Part A and the selection of an organisation for Part B.

Purpose

No changes are permitted.

Context

Part A requires learners to consider setting up a business which must be realistic in context. The context for Part B must be a real organisation.

How assessment is managed (task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the learner assignment brief. There can be no changes to these.

Collaboration

Group work is not permitted for this unit.

Supervision

No changes are permitted.

Feedback

No changes are permitted.

© WJEC CBAC Ltd.

WJEC [*INSERT LEVEL*] IN
[*INSERT SUBJECT TITLE*]

INTERNAL CONTROLLED ASSESSMENT TIMESHEET

UNIT [*X*]: [*INSERT TITLE OF UNIT*]

Centre Name:	
Centre Number:	
Candidate Name:	
Candidate Number:	

The total time allowed must not exceed [*insert number of hours.*]

The timed, supervised hours took place as follows:

Task	Date	Time allowed: [*6 hours/minutes*]	
		Hours	Minutes
	Total		

I certify that all candidates entered were informed of the above dates.

Supervisor's Signature: …….. Date*:* …….....

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

Candidate's Signature*:* …… Date*:* …….....

WJEC LEVEL 3 APPLIED CERTIFICATE AND DIPLOMA IN BUSINESS
MARK RECORD SHEET

UNIT:

Centre name:	**Centre no:**
Candidate name:	**Candidate no:**

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Candidate declaration
I have read and understood the **notice to candidate** (above). I have produced the attached work without assistance beyond that allowed. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate's signature: ..... **Date**: .....

Declaration by assessor:
I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice. Signed candidate declarations for the entire cohort will be kept on file.

Assessor name (please print): ..... **Signature**: ..... **Date:** .....

Lead assessor declaration:
I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Lead assessor name (please print): ..... **Signature**: ..... **Date:** .....

Overall marks awarded for this unit:

© WJEC CBAC Ltd.

Unit 5 Assessment Criteria

This assessment is synoptic in approach and candidates are expected to incorporate relevant knowledge and understanding gained from studying **all** units. Whilst marks will not necessarily be awarded specifically for demonstrating what has been learnt from units 1 – 3/4, the knowledge and understanding that candidates show relating to the content of these units will inform their work in both parts of the unit 5 assessment, and will therefore be reflected in the marks gained for this unit.

Unit 5 learning outcomes	**Assessment criteria**	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Band 4**
LO1 Understand the nature and importance of customers to the organisation	**AC1.1** Explain the relationship between organisations and their customers	Gives a limited explanation of the relationship with customers. **(1 – 3)**	Explains fully and in context the importance and influence of customer types **(4 – 6)**		
	AC1.2 Explain how and why organisations research customers	Provides explanations about customer research that lack depth or completeness. **(1 – 3)**	Gives detailed explanations including the benefits of customer research, supported by examples. **(4 – 6)**		
	AC1.3 Analyse the influence on organisations of customers' wants, needs and expectations	Provides a generic consideration of the influence of wants, needs and expectations. **(1 – 3)**	Provides a detailed explanation of the influence of wants, needs & expectations with some awareness of organisational response. **(4 – 6)**	Provides a critical analysis of the main organisational responses based on a clear analysis of the influence of wants, needs, expectations **(7 – 9)**	Provides a comprehensive analysis of all key organisational responses to the influence of wants, needs and expectations. **(10 – 12)**
	AC1.4 Evaluate the importance of customer service to organisational success	Provides a basic explanation of the importance of customer service to organisational success. **(1 – 3)**	Explains in some detail the importance of customer service to organisational success, together with contextualisation **(4 – 6)**	Evaluates the importance in context, but with some weaknesses or imbalance/an over-reliance on analysis. **(4 – 6)**	Offers full and supported judgements, with detailed evidence. **(10 – 12)**

Unit 5 Learning outcomes	**Assessment criteria**	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Band 4**
LO2 Understand how and why organisations undertake research into their customers and competitors	**AC2.1** Evaluate the benefits to an organisation arising from researching competitors	Provides a basic explanation of the benefits to an organisation arising from researching competitors. **(1-3)**	Explains in detail the benefits to an organisation arising from researching competitors with some contextualisation **(4-6)**	Analyses the value of this research, with some limitations in scope and/or depth. **(7 - 9)**	Makes detailed judgements of the value of research in the context of how it is carried out **(10 -12)**
	AC2.2 Explain the importance of investment into research/ research and development in terms of effective (new) product development and marketing	Describes or explains briefly product development with some understanding of its importance**. (1 – 3)**	Gives a clear and full explanation in context of why product development is important **(4 – 6)**		

© WJEC CBAC Ltd.

Unit5 **Learning outcomes**	**Assessment criteria**	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Band 4**
LO3 Understand the nature and effects of domestic and global markets	**AC3.1** Analyse factors that influence the organisation when operating within a domestic market	Provides a basic explanation of the factors that influence the organisation within a domestic market. **(1 – 3)**	Explains in detail factors influencing the organisation in its domestic market**.** **(4 – 6)**	Makes a limited analysis based on research of the key factors influencing the how the organisation operates domestically **(7 – 9)**	Submits a comprehensive analysis based on research into all key factors influencing how the organisation operates domestically. **(10-12**)
	AC3.2 Evaluate the extent to which organisations gain from operating in a global market	Provides a basic explanation of the extent to which organisations gain from operating in a global market. **(1 – 3)**	Explains in detail the extent to which organisations gain from operating in a global market with some contextualisation. **(4 – 6)**	Provides limited evaluation based on research and analysis, though some judgements based on lack of evidence. **(7 – 9)**	Provides detailed and thorough judgements of the organisation's situation, benefits and threats associated with global operations**.** **(10 – 12)**
	AC3.3 Explain the role and influence on UK organisations of international trade organisations	Describes or explains briefly the influence on the UK of other trade-based organisations. **(1 - 3)**	Explains clearly and in detail the influence of trade blocs and other organisations on the UK. **(4 – 6)**		