



# Pearson BTEC Level 2 Technical Certificate in Business Enterprise

First teaching September 2017

## **Sample Assessment Materials: Unit 1: The Business Enterprise Environment**

Version 1.2

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## **BTEC L2 Technical Certificate in Business Enterprise**

### **Unit 1: The Business Enterprise Environment**

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#### **Information for candidates**

##### **Instructions**

- Answer all questions.
- An onscreen notepad is provided for you to make notes during the test. These notes will not be marked.
- An onscreen calculator is provided for questions which require calculation.
- An accessibility panel is provided on every screen. This allows you to magnify your screen and apply a range of colour filters

##### **Information**

- The assessment is **1 hour 15 minutes** in duration.
- The **total mark** for this test is **60**.
- The number of marks for each question is shown in brackets e.g. (2). Use this as a guide as to how much time to spend on each question.

##### **Advice**

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

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Start Test

Test Player Preview

Which of these is an **external** stakeholder of an enterprise? (1)

Select **one** option.

Debtor

Employee

Manager

Owner

ⓘ ? 📄 🚩 ⏪ Previous 1 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Which of these is a barrier to a new enterprise idea? (1)

Select **one** option.

High start-up costs

Regular cash flow

High capital availability

Low fixed costs

⏏ ? 📄 🚩 ⏪ Previous 2 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Andrea runs a business and is operating with low cash flow for one month. She has approached one of her suppliers for a payment extension.

What type of finance is this? (1)

Select **one** option.

Loan

Selling shares

Trade credit

Grant

⏪ Previous 3 / 24 Next ⏩ 00:45 Marks Save

Test Player Preview

Alba and Wendy work at Simply Bake Ltd. A manufacturer of breads and pastries.

Match the employee / job role with the correct job responsibility. (2)

Click on the employee / job role and then on their job responsibility.

Employee / job role	Responsibility
Alba, who works in production	Purchasing ingredients
Wendy, who works in Human Resources	Preparing ingredients
	Handling customer complaints
	Reviewing the mission statement
	Writing a job specification

⏪ Previous 4 / 24 Next ⏩ 00:45 Marks Save

Test Player Preview

Peter has a new cleaning business and needs to purchase a vacuum cleaner.

What type of cost will this be? (1)

Select **one** option.

Variable cost

Direct cost

Start-up cost

Indirect cost

⏪ Previous 5 / 24 Next ⏩ 00:45 Marks Save



Test Player Preview

A & J Garden Centre is run by Amar and Jordan.  
It is considering acting as agent for another company's products.

Which form of enterprise is this? (1)

Select **one** option.

Lifestyle

Social

Franchise

Start-up

⏪ Previous 6 / 24 Next ⏩ 00:45 Marks Save

Test Player Preview

Which **two** of these are examples of cash inflows? (2)

Select **two** options.

- Utility Bill
- Tax deductions
- Salaries for employees
- Interest gained from savings
- Sales revenue

ⓘ ? 📄 🚩 ⏪ Previous 7 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

A business employs 50 staff.

What is the term used for this size of business? (1)

Select **one** option.

Micro enterprise

Small enterprise

Medium enterprise

Large enterprise

⊕ ? 📄 🚩 ◀ Previous 8 / 24 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

Sally has identified there is no youth centre in her local area and has started one.

Which **two** of these best describe this enterprise? (2)

Select **two** options.

- Identifying a market need
- Being socially responsible
- Creating a product
- Identifying new ways to increase profitability
- Increasing efficiency

⏪ Previous 9 / 24 Next ⏩ 00:45 Marks Save

Test Player Preview

Amit has set-up a small enterprise selling toys and a customer has asked for a refund.

Which of these should Amit check? (2)

Select **two** options.

Date of purchase

Customer address

Method of delivery

Proof of purchase

Payment method

ⓘ ? 📄 🚩 ⏪ Previous 10 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Which **two** of these are most likely to lead to a new enterprise being successful? (2)

Select **two** options.

- Clarity of vision
- Physical premises
- Innovative products
- High stock levels
- Large product range

ⓘ ? 📄 🚩 ⏪ Previous 11 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

How do data protection principles require a business to store personal information? (1)

Select **one** option.

In an unrestricted area

For no longer than necessary

In electronic format

Available to third parties

⊕ ? 📄 🚩 ◀ Previous 12 / 24 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

What type of organisation is solely funded by the taxpayer? (1)

Select **one** option.

Public limited company

Public corporation

Co-operative

Charitable trust

ⓘ ? 📄 🚩 ⏪ Previous 13 / 24 Next ⏩ ⌚ 00:45 Marks Save



Test Player Preview

Which **two** of these show that a business takes equality seriously? (2)

Select **two** options.

- Swing doors
- Signs in braille
- High level hand dryers
- Flexible working arrangements
- Narrow aisles

ⓘ ? 📄 🚩 ⏪ Previous 14 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Outline the role of a venture capitalist. (2)

Type your answer in the box.

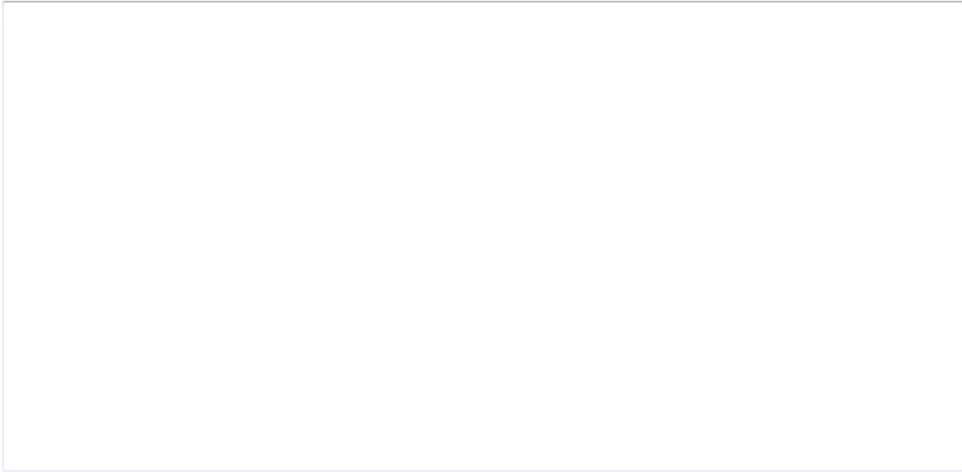
[Empty text input box]

ⓘ ↵ 🚩 ◀ Previous 15 / 24 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

Explain how a demographic trend could impact on the success of a traditional book store. (4)

Type your answer in the box.



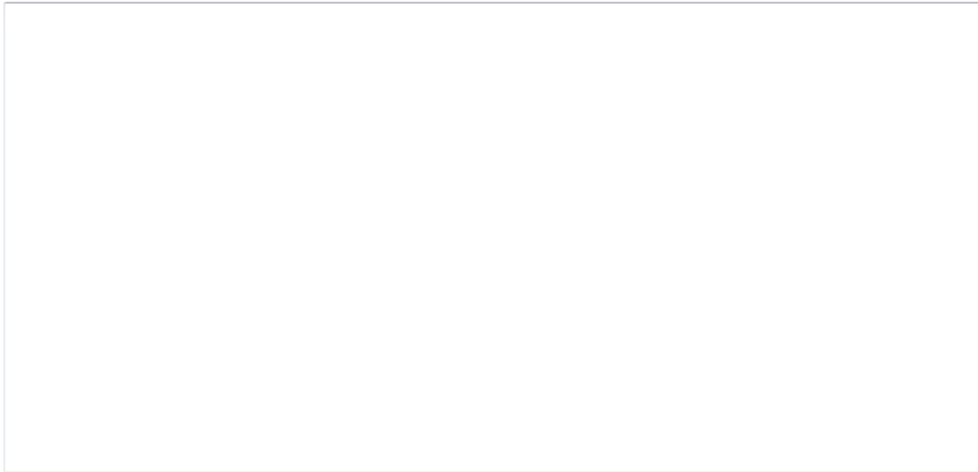
⊕ ? 📄 🚩 ⏪ Previous 16 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Eleanor is a successful photographer. She is a sole trader who currently works from home. Her main business is in wedding photography. She would like to rent large premises on the high street. These could be used as an office, a shop and a studio. Eleanor thinks that locating to the new premises would increase her profits.

Explain why Eleanor should move her photography business to the high street premises. (4)

Type your answer in the box.





⊕ ↻ 🚩 ⏪ Previous 17 / 24 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

**Scenario A** should be used to answer questions 18-20.





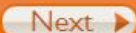

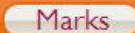

Read **Scenario A** carefully before beginning the questions.

The scenario will be available on each question by clicking on the  scenario 



**Scenario A**

**Paula owns a professional domestic appliance repair business. The business repairs all types of domestic appliances such as washing machines, freezers and cookers. The business also sells repaired and refurbished second-hand appliances, particularly washing machines.**

Back

    18 / 24   00:45  

Test Player Preview

The question relates to **Scenario A**. Click on the scenario  button to see the scenario **scenario** 


In April the business completed 24 washing machine repairs. The parts cost the business £1 346 in total. Paula employed a mechanic and paid him £40 for every service he completed.





Calculate the total costs for Paula's business in April. (2)

Show your working.

Total Costs: £

**Working box**



   [Previous](#) 18 / 24 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

The question relates to **Scenario A**. Click on the scenario button to see the scenario **scenario**

Paula estimates that she will break even if she sells six washing machines per month.  
The table shows an extract from her financial data.

	£
Fixed cost	600
Variable cost per washing machine	100


Break-even point =  $\frac{\text{fixed costs}}{\text{selling price} - \text{variable cost}}$

Calculate the selling price Paula has to charge to break even using the formula given. (3)



Show your working.

Selling Price:

Working box



⊕ ↻ 🚩 ⏪ Previous 19 / 24 Next ⏩ ⌚ 00:45 Marks Save




The question relates to **Scenario A**. Click on the scenario  button to see the scenario **scenario** 

Paula has been preparing a cash flow forecast for the three months January – March.

Complete the cash flow forecast by inserting the correct figures in the blank boxes below. (5)

**Cash flow forecast January - March**

	January (£)	February (£)	March (£)
<b>Total receipts</b>	3600	4000	<input type="text"/>
<b>Total payments</b>	4000	3750	4200
<b>Net inflow/outflow</b>	<input type="text"/>	250	1000
<b>Opening balance</b>	3000	<input type="text"/>	2850
<b>Closing balance</b>	<input type="text"/>	2850	<input type="text"/>





◀ Previous
20 / 24
Next ▶
⌚ 00:45
Marks
Save



Test Player Preview

**Scenario B** should be used to answer questions 21-22









Read **Scenario B** carefully before beginning the questions.

The scenario will be available on each question by clicking on the 

**Scenario B**

Lynn works for **Electrical Component Services (ECS)**. The business produces electrical components including computer chips. Lynn has an idea to manufacture a computer chip that allows access to a range of new applications for smart phones.

Back

    21 / 24   00:45  

Test Player Preview

The question relates to **Scenario B**. Click on the scenario button to see the scenario **scenario**

Lynn's employer Phil, is keen to develop this new product using the resources that the business already has.

Explain why the business should research the market for this new computer chip. (4)


Type your answer in the box.

[Empty text box for answer]

Previous 21 / 24 Next 00:45 Marks Save

The screenshot shows a 'Test Player Preview' window. At the top, a green banner contains the text: 'The question relates to **Scenario B**. Click on the scenario button to see the scenario'. To the right of this banner is an orange button labeled 'scenario' with a document icon. Below the banner, a question is displayed in a rounded box: 'Discuss the possible benefits and risks for ECS if it decides to innovate. (6)'. Underneath the question, it says 'Type your answer in the box.' followed by a large, empty rectangular text input area. At the bottom of the window is an orange navigation bar with several elements: a help icon, a flag icon, a 'Previous' button, a '22 / 24' indicator, a 'Next' button, a timer showing '00:45', a 'Marks' button, and a 'Save' button.









Test Player Preview

**Scenario C** should be used to answer questions 23-24.  
Read **Scenario C** carefully before beginning the questions.  
The scenario will be available on each question by clicking on the 

**Scenario C**

**James Casper is a sole trader. He owns an enterprise called Casper Collectables that deals in antiques. James wants to expand the business, and is considering forming a partnership or becoming a private limited company (Ltd).**

Back

    23 / 24   00:45  

Test Player Preview

The question relates to **Scenario C**. Click on the scenario button to see the scenario **scenario**

Explain to James the advantages of his business becoming a partnership. (4)

Type your answer in the box.

[Empty text box for answer]

Previous 23 / 24 Next 00:45 Marks Save

Test Player Preview

The question relates to **Scenario C**. Click on the scenario button to see the scenario **scenario**

James decides he wants his business to become a private limited company.

Discuss how becoming a private limited company may help Casper Collectables expand (6)

Type your answer in the box.

[Empty text box for answer]

Previous 24 / 24 Next 00:45 Marks Save

# Unit 1: The Business Enterprise Environment – sample mark scheme

## General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

## Specific marking guidance for levels based mark schemes

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts: indicative content and levels-based descriptors. Indicative content reflects specific content-related points that learners might make. Levels-based descriptors articulate the skills that learners are likely to demonstrate in relation to the Assessment Outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
1	A - Debtor	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
2	A - High start-up costs	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
3	C – Trade credit	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
4	2 correct = 2 marks, 1 correct = one mark, <ul style="list-style-type: none"> <li>• Alba, who works in Production - Preparing ingredients</li> <li>• Wendy, who works in Human Resources - Writing a job specification</li> </ul>	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
5	C - Start-up cost	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
6	C - Franchise	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
7	D - Interest gained from savings E - Sales revenue	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
8	C - Medium enterprise	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
9	A – Identifying a market need B – Being socially responsible	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
10	A – Date of purchase D – Proof of purchase	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
11	A - Clarity of vision C - Innovative products	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
12	B - For no longer than necessary	(1)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
13	B – Public corporation	(1)



<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
14	B - Signs in braille D - Flexible working arrangements	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
15	1 mark for stating what a venture capitalist is/does, and 1 mark for stating how they work.  A venture capitalist is someone who provides finance (1) in return for a share in the business (1).  OR  A venture capitalist is someone who provides expertise or advice (1) in return for an interest in the business (1).  Accept any other appropriate response.	(2)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
16	1 mark for defining or identifying a demographic trend, 1 mark explaining how this could impact a traditional book store, and up to 2 further marks for developing implications for a traditional book store.  Demographic trends include population trends (1), this includes whether the population is ageing or not. (1) An ageing population demands different goods and services than a young population (1) and so if a traditional book store is to succeed it must produce something to suit older people in an ageing population (1).  OR  Demographic trends include developments and changes in human population (1), this includes their geographical location and household income. (1) Both will affect the demand for different goods and services (1) and so if a traditional book store is to succeed it must be located appropriately and goods / services need to be priced appropriately (1).  Accept any other appropriate response.	(4)
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
17	1 mark for identifying an advantage of renting new premises, 1 mark for explaining why this is an advantage, and up to 2 further marks for developing implications of having a high street location.  If she moved to the new premises she could use the studio to expand into other areas of photography (1). The location will increase her passing trade (1) which will raise her business profile (1) and the increased trade will help Eleanor be more profitable by covering her additional costs (1).  OR	(4)

	<p>If she moved to the new premises she could use the shop to expand into selling a range of photography products(1). The new location on the high street will be ideal for a shop (1) the shop will raise her business profile (1) and the increased trade from the shop will help Eleanor be more profitable by covering her additional costs (1).</p> <p>Accept any other appropriate response.</p>																										
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>																									
18	<p>TC = £2306 (2)</p> <p>OR</p> <p>In working box award 1 mark for workings.</p> <p>24 ×40 (1) or</p> <p>£960 (1)</p>	(2)																									
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>																									
19	<p>£200 (3)</p> <p>OR</p> <p>In working box award a maximum of two marks for workings</p> <p>Selling price = <math>\left(\frac{600}{6}\right) + £100</math> (2)</p> <p>Selling price = <math>\left(\frac{\text{fixed costs}}{\text{break-even point}}\right) + \text{variable cost}</math> (1)</p>	(3)																									
<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>																									
20	<table border="1"> <thead> <tr> <th></th> <th>Jan (£)</th> <th>Feb (£)</th> <th>March (£)</th> <th></th> </tr> </thead> <tbody> <tr> <td>Total Receipts</td> <td></td> <td></td> <td>5 200</td> <td>(1)</td> </tr> <tr> <td>Total Payments</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Net Inflow/outflow</td> <td>-400</td> <td></td> <td></td> <td>(1)</td> </tr> <tr> <td>Opening Balance</td> <td></td> <td>2 600</td> <td></td> <td></td> </tr> </tbody> </table>		Jan (£)	Feb (£)	March (£)		Total Receipts			5 200	(1)	Total Payments					Net Inflow/outflow	-400			(1)	Opening Balance		2 600			(5)
	Jan (£)	Feb (£)	March (£)																								
Total Receipts			5 200	(1)																							
Total Payments																											
Net Inflow/outflow	-400			(1)																							
Opening Balance		2 600																									

					(1)	
	Closing balance	2 600		3 850	(1)	
					(1)	

<b>Question number</b>	<b>Acceptable answer</b>	<b>Mark</b>
21	<p>1 mark for showing understanding of the purpose of research, 1 mark for developing one way it can be used, and up to 2 further marks for developing implications of the research on ECS.</p> <p>The research would show if there was a need for the chip (1) Phil would then need to estimate the demand to see how many to produce / if there was a demand for something new (1) He would then need to decide whether or not his business had sufficient of the necessary resources available to produce this many chips / if this would impact on his current production and his profitability (1) as producing a new chip could be an expensive process (1)</p> <p>OR</p> <p>The research would show benefits/ features for the chip (1) Phil would then need to research whether competitors were in production / near with same or similar product(1) He would then need to research costs of production and profitability it could bring(1) and consider / weigh up the barriers to it being (1)</p> <p>Accept any other appropriate response.</p>	(4)

<b>Question number</b>	<b>Indicative content</b>	<b>Mark</b>
22	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive.</p> <p>Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>● Increases productivity</li> <li>● Improves processes</li> <li>● Offers improvements to the service users</li> <li>● Offers more choice to the service users</li> <li>● Decreases costs</li> <li>● Leads to greater organisational effectiveness</li> </ul>	(6)

**Mark scheme (award up to 6 marks).** Refer to guidance on the cover of this document for how to apply levels based mark schemes

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> <li>● Some key aspects identified, points made or factors considered or one described in some detail. The answer may be in the form of a list.</li> <li>● Points made or factors considered will be superficial/generic and not applied/directly linked to the information, data or situation given in the question.</li> </ul>

		<ul style="list-style-type: none"> <li>There will be limited reference to the relative importance of the aspects considered.</li> </ul>	
Level 2	3-4	<ul style="list-style-type: none"> <li>Some key aspects identified, or a few key points/factors described . There will be some (limited) consideration of links or differences (compare and contrast)</li> <li>Aspects/factors/points made will mainly be relevant to the issues but the link will not always be clear. Some consideration or reference will be given to the given information, data or situation but this will not necessarily support the answer well</li> <li>An attempt will be made to consider the relative importance of aspects raised but this will not be well-developed.</li> </ul>	
Level 3	5-6	<ul style="list-style-type: none"> <li>A range of aspects described, or a few key ones explained in depth. All sides of the case are considered and the answer is well balanced, giving consideration to links or differences (compare and contrast)</li> <li>The majority of points made will be relevant and there will be a clear link to the topic of the question and use of the given data or information.</li> <li>Learners will recognise the relative importance of issues raised in the question.</li> </ul>	
<b>Question number</b>	<b>Acceptable answer</b>		<b>Mark</b>
23	<p>1 mark for showing understanding of partnership as a type of ownership, 1 mark for developing one benefit of this, and up to 2 further marks for developing implications of being a partnership rather than a sole trader.</p> <p>A partnership is an agreement between two or more people to finance and operate a business (1) If James takes on partner(s) he will have access to the skills of more people (1) and each partner could specialise in certain aspects of the business (1) which would be more cost effective (1).</p> <p>OR</p> <p>A partnership is an agreement between two or more jointly own a business (1) Prospective employees may be attracted to the business if given the incentive to become a partner (1) and so attract better employees (1) and create a wider pool of knowledge, skills and contacts (1).</p> <p>Accept any other appropriate response.</p>		(4)
<b>Question number</b>	<b>Acceptable answer</b>		<b>Mark</b>
24	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive.</p> <p>Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>Less risk - a limited company has a separate legal identity</li> </ul>		(6)

	<ul style="list-style-type: none"> <li>• Owner’s liability is limited</li> <li>• Formation of a Ltd can suggest that the business has permanence and commitment, giving suppliers and customers a sense of confidence</li> <li>• Many larger companies will not deal with a business that is not limited</li> <li>• May open up new business opportunities that would not otherwise be available</li> <li>• Ltd companies pay corporation tax - these rates are lower than income tax rates</li> </ul>	
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**Mark scheme (award up to 6 marks).** Refer to guidance on the cover of this document for how to apply levels based mark schemes

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> <li>• Some key aspects identified, points made or factors considered or one described in some detail. The answer may be in the form of a list.</li> <li>• Points made or factors considered will be superficial/generic and not applied/directly linked to the information, data or situation given in the question.</li> <li>• There will be limited reference to the relative importance of the aspects considered.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Some key aspects identified, or a few key points/factors described. There will be some (limited) consideration of links or differences (compare and contrast)</li> <li>• Aspects/factors/points made will mainly be relevant to the issues but the link will not always be clear. Some consideration or reference will be given to the given information, data or situation but this will not necessarily support the answer well</li> <li>• An attempt will be made to consider the relative importance of aspects raised but this will not be well-developed.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• A range of aspects described, or a few key ones explained in depth. All sides of the case are considered and the answer is well balanced, giving consideration to links or differences (compare and contrast)</li> <li>• The majority of points made will be relevant and there will be a clear link to the topic of the question and use of the given data or information.</li> <li>• Learners will recognise the relative importance of issues raised in the question.</li> </ul>