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Pearson BTEC Level 3 Nationals

Write your name here

Surname

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Level

3

Retail

Unit 1: Investigating the Business Environment

Part

A

Diploma in Retail

**Sample assessment material for first teaching
September 2016**

Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** should be undertaken over approximately 6 hours across a period of 2 weeks as timetabled by Pearson.
- **Part A** may be given to learners as soon as it is received so that learners can start the preparatory period in advance of the supervised assessment period.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** materials for the set task will be issued prior to the start of the supervised assessment period according to the guidance in the specification.



Paper reference

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Instructions to Teachers/Tutors

This paper must be read in conjunction with the unit information in the specification and the BTEC Nationals Information for Conducting External Assessments (ICEA) document. See the Pearson website for details.

Part A should be issued to learners as soon as it is received.

Learners will be expected to conduct preparatory work and can take up to two sides of A4 notes into the supervised assessment.

Preparatory work is expected to be carried out over approximately six hours of time.

Teachers/tutors cannot give any support to learners during the production of the notes and the work must be completed independently by the learner.

Centres are free to arrange the supervised assessment period how they wish provided the three hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

Refer carefully to the instructions in this taskbook and the Information for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Instructions for Learners

Read the set task information carefully.

This contains **Part A** of the information you need to prepare for the set task.

You will need to carry out your own preparatory work over the next two weeks.

You will then be given the set task to complete under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher may give guidance on when you can complete the preparation.

Your teacher cannot give you feedback during the preparation period.

Set Task Brief

- You are required to study the following case study independently prior to the supervised assessment period, and to research similar business examples which you may wish to use to support your responses.
- There will be three activities to complete the task in **Part B**.
- The activities will relate to three areas of the unit content.
- For one activity, you will be required to carry out an analysis of the market environment in which this business operates, using PESTEL (Political, Economic, Social, Technological, Environmental and Legal) analysis, SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis or Porter's Five Forces.
- To support your preparation for this task you will be allowed to take in to the controlled assessment period, two A4 sides of your individually prepared notes.
- You are expected to spend approximately six hours on this preparatory work.

Part A Set Task Information

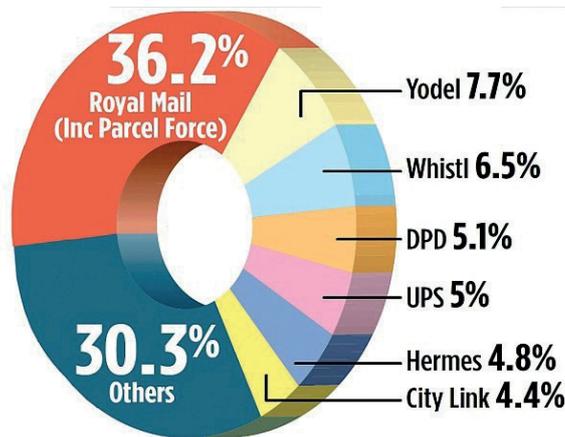
You should read this case study carefully.

Quick Parcel Distribution Ltd

In recent years parcel couriers have become an increasingly important part of the retail environment as more of us shop online. *Quick Parcel Distribution Ltd (QPD)* is a UK parcel courier, launched in 2005 by entrepreneur Steve Clarke who saw a gap in the market for a convenient, flexible and affordable consumer delivery solution.

QPD has proven its service to be an effective and affordable alternative to other UK carriers, and the business has grown to become an established online delivery solution for anyone wanting to send a parcel.

Since the ending of *Royal Mail's* monopoly on parcel delivery, numerous courier companies have moved into the market and competition is fierce. Recently *QPD* has seen an increasing amount of competition from a number of large established delivery services such as *DHL, DX, UPS, Royal Mail* and *Parcelforce*, plus upcoming businesses such as *Whistl* (formerly *TNT*), *Yodel*, and *Hermes*, whose prices start from only £2.78 per parcel for a fully tracked (2-3 day) delivery service.



Parcel delivery service sector breakdown 2014

(Source: <http://www.thisismoney.co.uk/money/news/article-2895572/Door-door-revolution-dooms-free-deliveries-retailers-struggle-demand-pay-online-goods.html>)

Network Rail owns another newcomer, *Doddle*. *Doddle* started with only six parcel shops in stations around the UK where customers can pick up and drop off parcels. Its aim is to have a total of 300 branches located at major railway stations where there is potentially a high footfall. *Doddle* also has a unique selling point as it offers a packaging area and sells packaging materials.

eBay has revealed plans to expand its 'Click & Collect' service in the UK into *Homebase* stores and UK supermarkets, and also further across Europe. The 'Click & Collect' service running with *Argos*, covers about 150 stores in the UK, and is used by about 160,000 *eBay* merchants. In 18 months the service generated a throughput of more than 1.5 million parcels.

Unfortunately there have been recent casualties of competition. *City Link* lost £500,000 every week before going into administration at the end of 2014.

In a bid to maintain a competitive advantage *QPD* is planning to offer a two-day 'Quick Pick-Up' service through setting up its own network of parcel shops accessible to most people in the UK. These parcel shops would be located at existing retail outlets such as local pharmacies, convenience stores and corner shops nationwide. This would benefit *QPD* as these stores are typically open from 8am to 8pm, seven days a week. This makes it ideal for sending personal and business parcels, and would also provide customers with an alternative to home delivery plus the ability to redirect an existing delivery. It is also considering offering a delivery service collected from the doorstep. This could be booked online through its own website or another online comparison service such as *Parcel Monkey*.

QPD's new 'Quick Pick-Up Service' would be based at head office in Oldtown, initially creating 20 jobs in the first year. The business is also seeking

planning permission for a new 50,000 square foot “Super Storehouse” at the head office location. This project would be expected to create 75 new jobs.

QPD understands that one of the reasons for its success has been a strong focus on customer service. There is some concern amongst shareholders that sudden growth could affect this quality of service. They are also worried the established organisational structure of the business may need to change.

After the collapse of *City Link* shareholders are wary. Two leading service providers were rated poor by almost half of their customers in a recent survey.

In general, to survive in the market the courier industry has had to slash its costs. Instead of employing drivers as full-time employees, most courier firms rely on self-employed drivers who rent their vans, company uniform and radios and are paid on a per-parcel basis. Others use self-employed drivers who pay for their own fuel, and vehicles and work unlimited hours. What relationship can a business have with couriers who are paid as little as 45p a package? Do these couriers feel they are stakeholders in the business, do they understand and support the vision and aims and objectives of the company?

Although *City Link's* failure will take some capacity out of an overcrowded market, shareholders still have some concerns.

Pearson BTEC Level 3 Nationals

Write your name here		Level 3
Surname	Forename	
Learner Registration Number		Centre Number
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<h1>Retail</h1> <p>Unit 1: Investigating the Business Environment</p>		Part B
		Marks <input type="text"/>
Diploma in Retail Sample assessment material for first teaching September 2016		Supervised hours 3

Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** should be undertaken in 3 hours during the assessment period of 2 days timetabled by Pearson.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** should be kept securely until the start of the 3-hour supervised assessment period.

Information

- The total mark for this paper is 52.



Paper reference
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Instructions to Teachers/Tutors and/or Invigilators

This paper must be read in conjunction with the unit information in the specification and the BTEC Nationals Information for Conducting External Assessments (ICEA) document. See the Pearson website for details.

The set task should be carried out under supervised conditions.

Work should be completed in this taskbook.

All learner work must be completed independently and authenticated by the teacher/tutor and/or invigilator before being submitted to Pearson.

Centres are free to arrange the supervised assessment period how they wish provided the three hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

Refer carefully to the instructions in this taskbook and the Information for Conducting External Assessments (ICEA) document to ensure that the assessment is supervised correctly. An authentication statement will be required confirming that learner work has been completed as directed.

Learners must not bring anything into the supervised environment or take anything out without your knowledge and approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security

- During supervised assessment periods, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- During any break materials must be kept securely.
- Any work learners produce under supervision must be kept secure.
- Any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

Outcomes for submission

One document will need to be submitted by each learner:

- A completed taskbook.

The prepared notes do not need to be submitted with the final outcomes to Pearson.

Instructions for Learners

Read the set task information carefully.

Complete all your work in this taskbook in the space provided.

You must plan your time accordingly and be prepared to submit all the required evidence by the date specified.

You will need to refer to any preparatory work from **Part A** to complete the set task in **Part B**.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for submission

You will need to submit one document on completion of the supervised assessment period:

- A completed taskbook.

Any prepared notes do not need to be submitted with the final outcomes to Pearson.

Set Task

You must complete ALL activities.

You will need to refer to the task information and the notes of any preparatory work completed in **Part A**.

QPD is planning to grow its business through a 'Quick Pick-Up Service'. Its shareholders have called for further information before any changes are made to the business.

Activity 1

Using PESTEL, analyse the competitive market in which *QPD* operates. Use your pre-prepared notes to help you with this activity.

Total for Activity 1 = 12 marks

Activity 2

Prepare an informal short report to assess the impact of *QPD's* plan for a quick pick up service on one internal and one external stakeholder.

- In your response, consider the roles and influence of the identified stakeholders.

Total for Activity 2 = 16 marks

Activity 3

Write a formal report that evaluates the potential impact of investing in this quick pick up service on the organisational structure of *QPD*.

Your report should contain:

- initial background information
- benefits, risks and possible impact on the organisational structure
- justified conclusion
- wider business examples to support your response.

Total for Activity 3 = 24 marks

END OF TASK

TOTAL FOR TASK = 52 MARKS

Complete your work in the space provided.

A large rectangular area with a solid border, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Part A Set Task Information

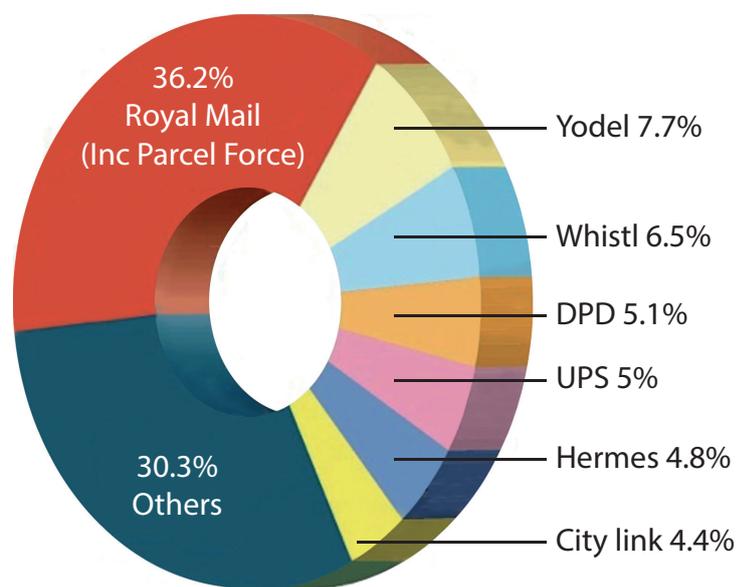
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Unit 1: Investigating the Business Environment – sample mark grid

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.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically.

Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, 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.

Unit 1: Investigating the Business Environment

Mark grid for activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Evidence selection from wider research and case study	0	1	2	3	4
	No rewardable material.	<ul style="list-style-type: none"> Limited evidence of research and some selection of appropriate evidence from the case study. 	<ul style="list-style-type: none"> Some evidence of research and selection of appropriate evidence from the case study. 	<ul style="list-style-type: none"> Clear evidence of research and selection of most of the appropriate evidence from the case study. 	<ul style="list-style-type: none"> Clear evidence of detailed research and selection of the appropriate evidence from the case study.
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Application of analytical technique	0	1–2	3–4	5–6	7–8
	No rewardable material.	<ul style="list-style-type: none"> Demonstrates limited understanding of the technique, resulting in limited application being displayed. Limited analysis of the market undertaken, resulting in little information of relevance being selected from the case study. 	<ul style="list-style-type: none"> Basic understanding of the technique demonstrated through application, but occasionally simplistic. A basic analysis of the market is attempted, resulting in information of relevance being selected from the case study. 	<ul style="list-style-type: none"> Good understanding of the technique and effective application displayed. An analysis of the market is presented, resulting in relevant information from the case study and research. 	<ul style="list-style-type: none"> Comprehensive understanding of the technique and thorough application displayed. A detailed analysis of the market is presented, resulting in entirely relevant information from the case study and research.

Mark grid for activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Evidence selection from case study	0	1	2	3	4
	No rewardable material.	<ul style="list-style-type: none"> Limited selection of appropriate evidence from the case study. 	<ul style="list-style-type: none"> Some selection of appropriate evidence from the case study. 	<ul style="list-style-type: none"> Selection of most of the appropriate evidence from the case study. 	<ul style="list-style-type: none"> Selection of all appropriate evidence from the case study.
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Assessment of impact	0	1–3	4–6	7–9	10–12
	No rewardable material.	<ul style="list-style-type: none"> References will be made to the case study but unlikely to draw upon: <ul style="list-style-type: none"> independent research and/or wider business market but it will lack detail and relevance to the impact on context. Assessment approach is limited and any judgements on impacts provided are generic. 	<ul style="list-style-type: none"> References will be made to the: <ul style="list-style-type: none"> case study independent research and wider business market but in places will lack direct relevance to the context. Assessment approach leads to judgements on impacts being provided but may lack relevance in places. 	<ul style="list-style-type: none"> References will be made to the: <ul style="list-style-type: none"> case study independent research and wider business market which are relevant to the impact on context. Detailed assessment approach leads to relevant judgments on impacts being provided. 	<ul style="list-style-type: none"> Sustained references will be made to the: <ul style="list-style-type: none"> case study independent research and wider business market which are entirely relevant to the impact on context. Detailed assessment approach leads to entirely relevant judgements about impacts being provided.

Mark grid for activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Evidence selection from case study	0	1	2	3	4
	No rewardable material.	<ul style="list-style-type: none"> Limited selection of appropriate evidence from the case study. 	<ul style="list-style-type: none"> Some selection of appropriate evidence from the case study. 	<ul style="list-style-type: none"> Selection of most of the appropriate evidence from the case study. 	<ul style="list-style-type: none"> Selection of all appropriate evidence from the case study.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Impact evaluation	0	1-3	4-6	7-9	10-12
	No rewardable material	<ul style="list-style-type: none"> References will be made to the case study but unlikely to draw upon: <ul style="list-style-type: none"> independent research and/or wider business market and competitors but it will lack detail and relevance to the context. Evaluative approach is limited; treatment of key factors, benefits and risks is limited and any conclusions provided are generic. 	<ul style="list-style-type: none"> Reference will be made to the: <ul style="list-style-type: none"> case study independent research and wider business market and competitors but in places will lack direct relevance to the context. Evaluative approach leads to conclusions on key factors, benefits and risks being provided, but may lack balance and/or relevance in places. 	<ul style="list-style-type: none"> References will be made to the: <ul style="list-style-type: none"> case study independent research and wider business market and competitors which are relevant to the context. Detailed evaluative approach leads to relevant and balanced conclusions on key factors, benefits and risks. 	<ul style="list-style-type: none"> Sustained references will be made to the: <ul style="list-style-type: none"> case study independent research and wider business market and competitors which are entirely relevant to the context. Detailed evaluative approach leads to entirely relevant and balanced conclusions key factors, benefits and risks.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Presentation/ Structure	0	1-2	3-4	5-6	7-8
	No rewardable material.	<ul style="list-style-type: none"> • The response lacks structure. • Contains isolated references to business principles and/or concepts. • Contains many communication errors. • Uses generic terminology of limited relevance. 	<ul style="list-style-type: none"> • The response has a basic structure. • Contains references to relevant business principles and/or concepts in context. • Contains occasional communication errors. • Contains references to appropriate technical terminology. 	<ul style="list-style-type: none"> • The response has a logical structure. • Contains consistent references to relevant business principles and/or concepts in context. • Contains few communication errors. • Uses relevant technical terminology. 	<ul style="list-style-type: none"> • The response is well written and has a logical structure. • Contains consistent references to relevant principles and concepts in context. • Contains no communication errors. • Appropriate technical terminology is used throughout.

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