

# Pearson BTEC Level 3 National in Business

Unit 7: Business Decision  
Making



## Sample Assessment Materials (SAMs)

*For use with Extended Diploma in Business*

*First teaching from September 2016*

*Issue 2*

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**Pearson BTEC Level 3 Nationals**

Write your name here		Level <b>3</b>
Surname	Forename	
<b>Business</b> Unit 7: Business Decision Making		Part <b>S</b> Marks  Supervised hours <b>3</b>
Extended Diploma/Diploma in Retail <b>Sample assessment material for first teaching September 2016</b>		

**Instructions**

- This taskbook contains material for the completion of the set task under supervised conditions.
- This taskbook 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.
- This taskbook should be kept securely until the start of the 3-hour supervised assessment period.
- This set task must be issued to learners during the two-day period and under conditions specified by Pearson. The period will allow centres to timetable appropriate supervised sessions for all learners.

**Information**

- The total mark for this paper is 70.



**Paper reference**

XXXX/XX

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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 is undertaken under supervision in a single session of three hours in the timetabled days. Centres may schedule a supervised rest break during the session. In order to enable learners to have access to computer resources, a period of two days is provided for centres to timetable the assessment. Centres should schedule all learners in the same sessions if possible and must release the assessment to individual learners only for their scheduled sessions.

Learners will need to complete their activities for the set task using a computer.

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

Refer carefully to the instructions in this taskbook and the Information for Conducting External Assessments (ICEA) to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

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

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

### **Maintaining security**

- During the supervised assessment period, 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.
- Learner work is backed up regularly.
- Any work learners produce under supervision must be kept secure.
- During any break, materials must be kept securely.

## **Outcomes for submission**

Two documents will need to be submitted by each learner:

- A word processed formal report
- A document containing four presentation slides with speaker notes.

A fully completed authentication sheet must be completed by each learner.

## **Instructions for Learners**

Read the set task information carefully.

This contains all the information you need to complete each activity within the set task.

This session is of three hours. Your tutor/invigilator will tell you if there is a supervised break. Plan your time carefully.

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

You may use a calculator and will have access to a computer.

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

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

The supervised assessment will be in a single session of three hours during which you should have access to a computer. You may be provided with a supervised break during the assessment in addition to the specified hours.

## **Outcomes for submission**

You will need to submit two documents on completion of the supervised assessment period:

- A word processed formal report
- A document containing four presentation slides with speaker notes.

You must complete a declaration that the work you submit is your own.

## Set Task Brief

You have been selected for an interview for a Management Trainee position. As part of your assessment day you have been asked to complete this task to show your understanding of how business decisions are made.

You are required to read the scenario and documents provided and then you will be asked to reach a decision and prepare a business plan in a formal report format and some presentation slides.

On the following pages you will find information relating to a business startup for a small business that will sell sailing clothing. You need to consider the following information carefully to create a business plan:

- background information
- email from estate agents with premises details
- startup
- budget
- cash flow forecast
- initial stock.

## Set Task

**You must complete ALL activities within the set task.**

**You will produce two documents on a computer a report, and a document containing presentation slides with speaker notes.**

### Activity 1

Using the information provided prepare your business plan for the sailing clothing business. Your business plan should include:

- ◇ rationale supported by data
- ◇ consideration of risks.

You should present your plan in the style of a formal report that could be read by potential investors. Your report should be word processed and clearly structured.

Total for Activity 1 = 52 marks

### Activity 2

Summarise the viability of your business plan in a way that will convince potential investors.

Prepare a maximum of four presentation slides to promote your summary effectively. Your slides should have brief speaker notes.

Total for Activity 2 = 18 marks

**END OF TASK**

**TOTAL FOR TASK = 70 MARKS**

## Background Information

You are keen on watersports. Being a student you find it difficult to afford good quality clothing such as wetsuits, boots, jackets, gloves from the top branded companies. Like you, many of your friends like to have branded clothing.

You have discovered that many of the top brands change the colour of their sailing clothing every year and are prepared to sell the previous year's unsold stock at a discount. Using £1000 of your savings you invest in a number of wetsuits in a variety of sizes and have successfully sold these to many of your friends and managed to double your money.

This success leads you to think that there may be a wider market for discounted sailing clothing. You carry out some research and, while there are no definitive figures available, you discover that there are approximately 2.9 million adults and a growing number of children participating in sailing and watersports activities with more than 1500 sailing clubs in the UK.

There are four sailing clubs and a marine activity centre in your immediate area, so there seem to be two business possibilities. Do you open up a retail store, or do you open up an online business so you can reach a wider market? Either way you will need reasonably sized premises to house your stock. The estate agents have emailed the details of two different premises that could be suitable.

You will need to decide on the type of ownership. Are you going to be a sole trader or would involving other people in a partnership be more practical? What are the legal implications that would affect your business? Depending on the type of business you decide to start you and your partners/or staff will need certain skills. You will need to identify these and decide how you will deal with any gaps in essential skills. You will also need to decide on the equipment required to furnish your premises and store your stock.

Although you have £5000 in savings and your parents are prepared to lend you another £2000, you will need to secure a further loan to get the business started. The investors will only lend you the money if you can convince them of the viability of the business.



**Email from estate agent with premises details**

To: Enquirer

From: T & J Perkins

Dear Enquirer

Regarding your enquiry re suitable premises for your new business venture, I am pleased to attach details of two premises that I think may be suitable. I have checked Planning Regulations and confirm that there would be no planning issues for your chosen venture at either property.

I can arrange a viewing at your convenience.

I look forward to hearing from you.

J Perkins

**Director**

**T & J PERKINS ESTATE AGENTS**

24 South Ford Road, Maplin on Sea, Essex, MS24 3JS

Telephone Number 04832 762433

Fax Number 04832 764422

Email: [enquiries@perkins.com](mailto:enquiries@perkins.com)

Attachment 1: Premises in Shopping Parade  
**RETAIL UNIT WITH UPPER PARTS TO LET**  
**APPROX 3,697 Sq Ft (343.45 Sq M)**



**Location:**

The property is located in the main shopping parade on the western side of Western Road with a mix of mainly local traders plus the Co-op. There is free on street parking to the front of the property.

**Description:**

The premises consist of ground floor retail shop area of 2,138 sq ft with an office, storeroom, kitchen and toilets to rear. There is a roller shutter to the front of the building and double doors giving access to the rear. The first floor has various sized rooms measuring a total of approx 1,419 sq ft and can be used for residential accommodation or offices.

**Accommodation:**

The premises have been measured on a net internal basis.

**Ground Floor:**

Retail Area: 2,138 Sq Ft 198.78 Sq M

Office: 46 Sq Ft 4.30 Sq M

Store: 30 Sq Ft 2.79 Sq M

Kitchen: 64 Sq Ft 5.87 Sq M

**First Floor:**

Rooms: 1,419 Sq Ft 131.79 Sq M

**Total Area: 3,697 Sq Ft 343.45 Sq M**

**Terms:**

Available on a new sublease on the full repairing and insuring lease for a term to be agreed. Lease to be outside the Landlord and Tenants Act of 1954.

**Rent:**

£15,000 per annum exclusive.

**Business Rates:**

Interested parties are advised to make their own enquiries to Maplin on Sea Borough Council or via [www.voa.gov.uk](http://www.voa.gov.uk)

Rateable Value £15,500

Rates Payable (approx per annum) £ 7,025

**Viewing:**

Strictly by appointment

**Legal Costs:**

The ingoing tenant is to be responsible for the landlord's reasonable legal costs in this matter.

**Planning:**

Interested parties are advised to make their own enquiries with the relevant local authority to ascertain if their proposed use is covered by the current planning consent.

Attachment 2: Premises on industrial trading estate

**SUBSTANTIAL INDUSTRIAL BUILDING  
APPROX. 14,086 SQ FT (1,264 SQ M)  
FOR SALE/TO LET**



**Immediate availability**

- Car parking
- Secure yard
- Prominent corner location
- £450,000 freehold
- Rent from £22,500\* per annum exclusive

**DESCRIPTION/LOCATION:**

The property is situated on the apex of Townend Road and Townend Industrial Estate, a popular business address.

**The building enjoys prominence and identity.**

The building comprises a single storey industrial unit currently laid out as offices with roller shutters to the rear with a secure yard.

**ACCOMMODATION**

**Warehouse: Total approximate area 14,086 SQ FT (1263.9 SQ M)**

- Currently laid out as offices (smart demountable partitions with suspended ceilings, cat II lighting, carpeting, etc.)
- Superb staff facilities
- Two loading doors (both approx 3.54m wide x 4.m high)
- Max eaves height 5m
- Male and female W.C. facilities.

**Please note:** Consideration may be to offer the offices together with the warehouse premises located immediately to the rear by way of separate negotiation.

**Ground/First Floor Offices:**

**Total approximate area 5,175 SQ FT (482 SQ M)**

The offices benefit from double-glazed windows, gas fired central heating (not tested), reception area with wooden staircase leading to first floor offices and boardroom. Ample parking to the front.

**EXTERIOR**

The *office and warehouse* are on a site extending to **0.83 acres.** which benefits side access, loading and parking extending to approximately 7.9m wide.

**PRICE (Warehouse only)**

**£450,000** (plus Vat if applicable) **FREEHOLD**

**Please note:** The office building and whole site are available for sale by separate negotiation.

**RENT (Warehouse only)**

Year 1 £22,500 per annum exclusive, plus VAT if applicable

Years 2-5 £45,000 per annum exclusive, plus VAT if applicable

Incentive available in the first year subject to a minimum term of 5 years.

**Please note:** The office building and whole site are available to rent by separate negotiation.

**BUSINESS RATES 2012/2013**

Interested parties are advised to confirm the rating liability with Maplin on Sea Borough Council on 04832 762200

### Startup Budget

Item	Cost
Rent	1875/1250 pm depending on premises
Utilities	500 a quarter
<b>Equipment</b>	
Computer x2	840
Printer	100
Fax	80
Telephone	35
Desk x2	224
Chairs	106
Kettle	25
Fridge	110
Microwave	65
Racking	350
Clothes rails	100
Cleaning materials	15
Packaging materials (possibly)	50
Initial stock	3125
Advertising: flyers/newspaper ads	15/35
Website design	400
<b>TOTAL</b>	<b>8015/7390</b>

### Cash Flow Forecast

<b>Payments</b>												
Rent	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875
<b>Rates</b>	200	200	200	200	200	200	200	200	200	200	200	200
Loan interest			40			40			40			40
Utilities	500			500			500			500		
Telephone & internet	20	20	20	20	20	20	20	20	20	20	20	20
Equipment	2035											
Cleaning materials	15	15	15	15	15	15	15	15	15	15	15	15
Packaging	50	50	50	50	50	50	50	50	50	50	50	50
Stationery & postage	50	50	50	50	50	50	50	50	50	50	50	50
Stock	3125	3500	5000	6500	7000	8000	9000	10000	9000	6000	5000	4000
Staff wages ***	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000
Advertising	35	35	35	35	35	35	35	35	35	35	35	35
Website design	400											
Drawings	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
<b>Total Payments</b>	11305	8745	10285	12245	12245	13285	14745	15245	14285	11745	10245	9285
<b>Receipts - Payments</b>	5695	-2245	-3285	-2245	755	715	1255	2755	3715	3255	1755	5715
<b>Balance b/f</b>		5695	3450	165	-2080	-1325	-610	645	3400	7115	10370	12125

<b>Initial Stock</b>			
Item	Price	Quantity	Total cost
Shorty wetsuit mens	60	5	300
Shorty wetsuit ladies	60	5	300
Shorty wetsuit junior	45	5	225
Shorty wetsuit toddler	40	5	200
4mm wetsuit mens	100	5	500
4mm wetsuit ladies	100	5	500
4mm wetsuit junior	60	5	300
Rash vests mens	20	5	100
Rash vests ladies	20	5	100
Rash vests junior	15	5	75
Wetsuit shoes adult	20	5	100
Wetsuit shoes junior	10	5	50
Wetsuit shoes kids	5	5	25
Sailing gloves adult	10	5	50
Sailing gloves junior	10	5	50
Buoyancy aids adult	25	5	125
Buoyancy aids junior	25	5	125
		<b>Total</b>	3125



# Unit 2: Business Decision Making – sample mark grid

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## 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 grids 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 grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark 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 mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

## Specific marking guidance

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The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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.

**Mark grid –Activity 1**

<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>Information/ data selection and interpretation</b>	<b>0</b> No rewardable material.	<b>1–2</b> <ul style="list-style-type: none"> <li>References will be made to the case study, but it will lack detail and relevance to the context.</li> <li>Demonstrates limited selection of appropriate evidence.</li> </ul>	<b>3–5</b> <ul style="list-style-type: none"> <li>Reference will be made to the case study, but in places will lack direct relevance to the context.</li> <li>Demonstrates selection of appropriate evidence to support some of the points made.</li> </ul>	<b>6–7</b> <ul style="list-style-type: none"> <li>References will be made to the case study, which are relevant to the context.</li> <li>Demonstrates selection of appropriate evidence to support most of the points made.</li> </ul>	<b>8</b> <ul style="list-style-type: none"> <li>Sustained references will be made to the case study, which are entirely relevant to the context.</li> <li>Demonstrates selection of appropriate evidence to support each point made.</li> </ul>
<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>Implications for resources based on decisions made</b>	<b>0</b> No rewardable material.	<b>1–2</b> <ul style="list-style-type: none"> <li>Demonstrates limited understanding of resource implications.</li> <li>Implications referred to are generic, lacking application to context.</li> </ul>	<b>3–5</b> <ul style="list-style-type: none"> <li>Demonstrates understanding of resource implications.</li> <li>Implications referred to are with some application to context.</li> </ul>	<b>6–7</b> <ul style="list-style-type: none"> <li>Demonstrates understanding of a range of resource implications.</li> <li>Range of implications referred to are applied to context.</li> </ul>	<b>8</b> <ul style="list-style-type: none"> <li>Demonstrates detailed understanding of a wide range of resource implications.</li> <li>Range of implications referred to are applied to context.</li> </ul>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Financial forecasting</b>	<b>0</b>	<b>1–2</b>	<b>3–5</b>	<b>6–7</b>	<b>8</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Forecasts will be presented that demonstrate a limited interpretation of financial concepts and principles.</li> <li>References will be made to finance, but it will lack detail and application to the context.</li> </ul>	<ul style="list-style-type: none"> <li>Forecasts will be presented that demonstrate interpretation of financial concepts and principles.</li> <li>References to financial forecasts are applied to the context, but may lack detail and accuracy in places.</li> </ul>	<ul style="list-style-type: none"> <li>Forecasts will be presented that demonstrate interpretations of a range of financial concepts and principles.</li> <li>Financial forecasts are applied to the context, detailed and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Forecasts will be presented that demonstrate interpretations of a range of financial concepts and principles. Shows a thorough, coherent approach to financial requirements.</li> <li>Financial forecasts are applied to the context, detailed and accurate.</li> </ul>
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Key factors, risks and alternative approaches</b>	<b>0</b>	<b>1–5</b>	<b>6–9</b>	<b>10–13</b>	<b>14–16</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Learners provide some: <ul style="list-style-type: none"> <li>key factors,</li> <li>risks and</li> <li>alternative approaches</li> </ul> </li> </ul> <p>but there is little development/ explanation relevant to context.</p>	<ul style="list-style-type: none"> <li>Learners provide some: <ul style="list-style-type: none"> <li>key factors,</li> <li>risks and</li> <li>alternative approaches</li> </ul> </li> </ul> <p>with development/ explanation relevant to context and business goals.</p>	<ul style="list-style-type: none"> <li>Learners rationalise: <ul style="list-style-type: none"> <li>key factors,</li> <li>risks and</li> <li>alternative approaches</li> </ul> </li> </ul> <p>with clear linkage to context and business goals.</p>	<ul style="list-style-type: none"> <li>Learners provide comprehensive coverage of rationalised: <ul style="list-style-type: none"> <li>key factors,</li> <li>risks and</li> <li>alternative approaches</li> </ul> </li> </ul> <p>in context and linked to business goals.</p>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Supported decision making</b>	<b>0</b>	<b>1–2</b>	<b>3–5</b>	<b>6–7</b>	<b>8</b>
	No rewardable material	<ul style="list-style-type: none"> <li>Decisions are provided but are simplistic and/or generic.</li> </ul>	<ul style="list-style-type: none"> <li>Decisions are provided that draws together evidence, and are partially justified.</li> </ul>	<ul style="list-style-type: none"> <li>Convincing decisions are provided that draws together evidence, and are justified.</li> </ul>	<ul style="list-style-type: none"> <li>Convincing decisions are provided that fully and logically draw together evidence, and are fully justified.</li> </ul>
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Presentation and Structure</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No rewardable material	<ul style="list-style-type: none"> <li>The report lacks structure, with isolated references to business management principles and/or concepts.</li> <li>Contains many communication errors.</li> <li>Uses generic business management terminology of limited relevance.</li> </ul>	<ul style="list-style-type: none"> <li>The report has a basic structure and attempts to apply relevant business management principles and/or concepts.</li> <li>Contains occasional communication errors.</li> <li>Contains references to appropriate business management terminology.</li> </ul>	<ul style="list-style-type: none"> <li>The report has a logical structure and applies a variety of relevant business management principles and/or concepts.</li> <li>Contains few communication errors.</li> <li>Uses relevant business management terminology.</li> </ul>	<ul style="list-style-type: none"> <li>The response is well written and has a logical structure. Applies a variety of relevant business management principles and concepts.</li> <li>Contains no communication errors.</li> <li>Appropriate business management terminology is used throughout.</li> </ul>

**Mark grid –Activity 2**

<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>Business proposal overview</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes provide a limited summary of the business proposal.</li> <li>• Demonstrates limited selection of appropriate evidence from business plan and/or report, which might support isolated summary points.</li> <li>• Overview might not present decision reached.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes provide a coherent summary of the business proposal.</li> <li>• Demonstrates selection of appropriate evidence from business plan and report to support some of the summary points made.</li> <li>• Overview sets out proposal, leading to a decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes provide a detailed, coherent and convincing summary of the business proposal.</li> <li>• Demonstrates selection of appropriate evidence from business plan and report to support most of the points made.</li> <li>• Overview sets out clear and rationalised decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes provide a detailed, coherent, convincing and articulate summary of the business proposal.</li> <li>• Demonstrates selection of appropriate evidence from business plan and report, to support each point made.</li> <li>• Overview sets out clear, concise and rationalised decisions.</li> </ul>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Reference to: costs/finance</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>
<b>key factors/risks</b>	No rewardable material.	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes demonstrate an ability to create a basic pitch for investors, but with little consideration of the importance of including financial or other details involved in setting up/developing the business.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes demonstrate the ability to create a pitch for investors, with reference to the relevant details and factors involved in setting up/developing the business.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes demonstrate the ability to create a pitch for investors, which shows sustained references to relevant details and factors involved in setting up/developing the business.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides and speaker notes demonstrate the ability to create a pitch for investors, which shows sustained and considered references to relevant details and factors involved in setting up/developing the business.</li> </ul>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Presentation design and structure</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3-4</b>	<b>5-6</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>• Presentation slides lack structure.</li> <li>• Slide design and speaker notes lack professionalism and coherence.</li> <li>• Slides and speaker notes contain many communication errors.</li> <li>• Slides and speaker notes would struggle to engage potential investors.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides have a basic structure.</li> <li>• Slide design and speaker notes are coherent and show a basic level of professionalism.</li> <li>• Slides and speaker notes contain occasional communication errors.</li> <li>• Slides and speaker notes would be likely to engage potential investors.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides have a coherent structure.</li> <li>• Slide design and speaker notes are coherent and show a high level of professionalism.</li> <li>• Slides and speaker notes contain few communication errors.</li> <li>• Slides and speaker notes would engage and be likely to convince potential investors.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation slides are coherent and give a clear message.</li> <li>• Slide design and speaker notes are coherent, considered and show a high level of professionalism.</li> <li>• Slides and speaker notes contain no communication errors.</li> <li>• Slides and speaker notes would engage and convince potential investors.</li> </ul>

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