

# hello possibility.

## **Sample portfolio**

NCFE Level 2 Certificate in Business and Enterprise (601/0048/5)

Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818)

**Issue 1 February 2015**

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## Introduction

The material in this portfolio relates to:

### **Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818)**

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 04 of the NCFE Level 2 Certificate in Business and Enterprise. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio format. Where the candidate has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criterion number shown at the top of the page.

This portfolio contains both actual evidence from a candidate and also manufactured evidence produced by NCFE. External Moderator guidance has been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade.

The suggestions and assessment methods are not exhaustive and Teachers are encouraged to explore other methods which will support the candidate to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Moderator.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the candidate's competence. This will also make it easier to award a grade for the unit. The work must then be internally moderated and made available for the External Moderator. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all the units and assessment criteria it applies to when presented to the External Moderator.

This will enable them to make an accurate judgement about the candidate's competence and overall unit grade. We would encourage the use of our Evidence and Grading Tracker document, which is available on our website [www.ncfe.org.uk](http://www.ncfe.org.uk), although any method which clearly records the evidence against the assessment criteria may be used.

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## Candidate evidence and External Moderator commentary

### Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818)

#### Assessment criterion:

1.1 Select an appropriate project

#### Candidate evidence:

In unit 1, I had to come up with three ideas for a project. These ideas are shown below:

My Ideas	Why is it appropriate?	Do we have the resources?	Break-even
A pancake barrow selling pancakes with different toppings	We have no competition in school and using different toppings will make it stand out. The toppings we will offer include: Fresh strawberries and cream and Nutella and banana.	We will buy the pancakes already made from TESCO. They are easily available and always in stock. The toppings will be easily available also from TESCO as we will not be using any specialist ingredients. We will need to use an empty classroom to sell the pancakes.	We can buy a packet of pancakes for about £1.40 and our toppings should cost about 20p per pancake. If we charge £2.00 we will have 40p profit per pancake and won't have to sell that many to break even.
A Smoothie bar	You cannot buy smoothies in school. We will offer three flavours raspberry, banana and pomegranate.	We will easily buy the fruit from TESCO. They are easily available and always in stock. We will use the technology room to make the smoothies.	We will need to sell a few smoothies to break-even. Once I have bought the produce I will be able to work out how much to sell them for.
A tuck shop selling crisps and sweets and drinks	We don't have any "tuck" shop snacks in school	I can buy snacks cheaply from TESCO. I will buy multi-packs so that the price of each item works out cheaper than buying it on its own.	I am sure that we will not have to sell many items to break even – we can sell crisps, sweets and pop

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

#### Meeting 1

For unit 1 I drew up some ideas for a business enterprise and I used these to present my ideas to the team and then they all presented their ideas. We had a discussion about the different ideas that had been presented and we decided that two of us wanted to do pancakes and the other two wanted to do football shootout competition. I then told them why I thought my idea was good and how much money we could make and then the others in the group decided we should go with the pancake barrow in school.

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### External Moderator commentary:

The candidate has provided really good evidence of the ideas for the project and how these ideas are viable to select an appropriate project; however, they have not justified their choice therefore a Pass can be achieved.

To achieve a Merit, the candidate would need to justify their choice as to why this project was chosen.

There is no Distinction for this assessment criterion.

### Grade awarded for this assessment criterion:

1.1      Pass

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## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Assessment criterion:

1.2 Identify aims and objectives of the project

### Candidate evidence:

The aim of the project is to:

- Make a profit and donate this to charity

The objectives of the project are to:

- Make a profit of £100
- Decide on what products to sell
- Decide on how much to sell the products for



## **Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

### **External Moderator commentary:**

The candidate has achieved a Pass as they have identified the aims and objectives of the project, which are SMART. This can be one aim and at least two objectives.

To achieve a Merit, the candidate would need to identify coherently the aims and objectives of the project. These would be related to the project and would be achievable.

To achieve a Distinction, the candidate would need to identify sophisticated aims and objectives showing originality. For example, they would be fully related to the project, achievable and developed independently.

### **Grade awarded for this assessment criterion:**

1.2      Pass

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## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Assessment criterion:

1.3 Conduct appropriate market research for your project

### Candidate evidence:

<u>QUESTIONNAIRE</u>			
<b>Q1 Which year group are you in?</b>			
Year 7	<input type="checkbox"/>	Year 8	<input type="checkbox"/>
Year 9	<input type="checkbox"/>	Year 10	<input type="checkbox"/>
Year 11	<input type="checkbox"/>	Year 12	<input type="checkbox"/>
Year 13	<input type="checkbox"/>		
<b>Q2 Are you male or female?</b>			
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
<b>Q3 Which of the following projects would appeal to you most?</b>			
Pancake stand selling pancakes with various toppings	<input type="checkbox"/>	go to Q2	
A tuck shop selling crisps, sweets and drinks	<input type="checkbox"/>	go to Q3	
A fruit smoothie bar	<input type="checkbox"/>	go to Q4	
<b>Q4 How much would you be willing to pay for a pancake with toppings such as fresh strawberries and cream or Nutella and banana?</b>			
80p	<input type="checkbox"/>		
£1	<input type="checkbox"/>		
£1.20	<input type="checkbox"/>		
<b>Q5 How much would you be willing to pay for the following?</b>			
<b>Bag of crisps</b>		<b>Bottle of Diet Coke</b>	
50p	<input type="checkbox"/>	£1	<input type="checkbox"/>
60p	<input type="checkbox"/>	£1.20	<input type="checkbox"/>
70p	<input type="checkbox"/>	£1.50	<input type="checkbox"/>
		<b>Bar of chocolate</b>	
		£1	<input type="checkbox"/>
		£1.20	<input type="checkbox"/>
		£1.50	<input type="checkbox"/>
		<b>Chews</b>	
		60p	<input type="checkbox"/>
		70p	<input type="checkbox"/>
		80p	<input type="checkbox"/>
<b>Q6 How much would you be willing to pay for a fruit smoothie?</b>			
£1.50	<input type="checkbox"/>		
£1.80	<input type="checkbox"/>		
£2.00	<input type="checkbox"/>		

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

**Candidate evidence (cont'd):**

**What flavour smoothie would you like?**

Raspberry	<input type="checkbox"/>	Carrot and apple	<input type="checkbox"/>
Strawberry and banana	<input type="checkbox"/>	Pomegranate	<input type="checkbox"/>

**Q7 How often would you buy?**

Every day	<input type="checkbox"/>	Once a week	<input type="checkbox"/>
Twice a week	<input type="checkbox"/>	Three times a week	<input type="checkbox"/>
Four times a week	<input type="checkbox"/>		

**Q8 When would you be most likely to buy something from the business?**

Break time	<input type="checkbox"/>	Lunchtime	<input type="checkbox"/>
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## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

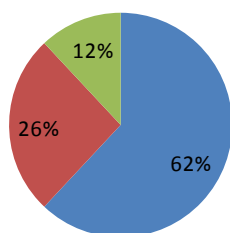
#### MARKET RESEARCH

I carried out primary research to find out what customers would prefer.

I asked a random 100 pupils from years 7-13 as they are all potential customers. The results of my questionnaire are as follows:

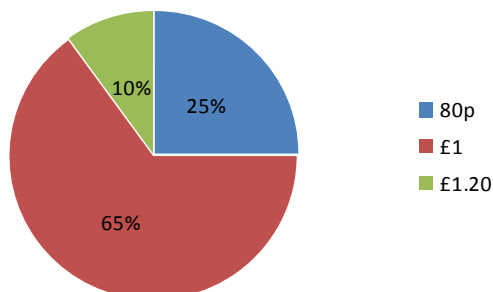
#### Which business would you be most likely to buy from?

■ Pancake Barrow ■ Tuck Shop ■ Smoothie Bar



The most popular business idea by far is the pancake stand, with over half (62%) of the votes. The least popular was the smoothie bar. Therefore the best idea would be to open a pancake stand.

#### Pancake predicted prices?

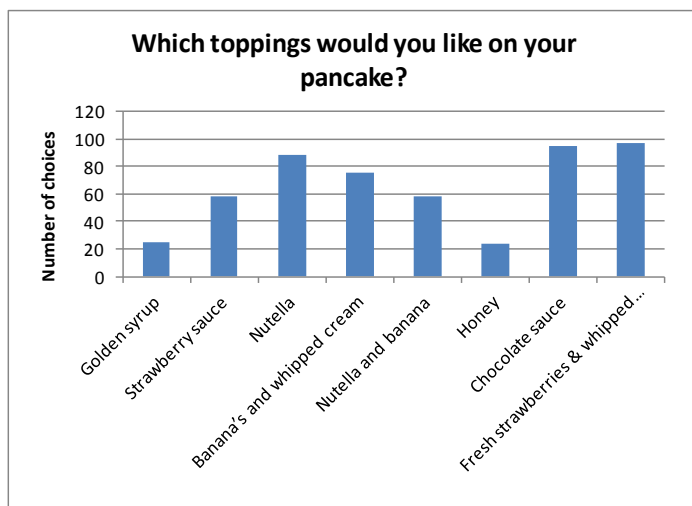


## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

Most people would be prepared to pay up to £1 for a pancake. Very few would pay £1.20. This means that if we open a pancake stand then we should charge £1 per pancake.

The most popular toppings would be chocolate sauce, fresh strawberries and whipped cream, banana's and whipped cream and Nutella.



**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****Candidate evidence (cont'd):**

The majority of people would buy from the pancake stand three times a week.

I then carried out some secondary research at Asda and found out that we can buy plain pancakes for a £1.00.

[www.asda.co.uk](http://www.asda.co.uk)

I also searched for pancakes in a shop and they charge £6.95 for a butterscotch pancake.

<http://www.myolddutch.com/Menu/Butterscotch.aspx>

I presented my ideas to the rest of my group and after we had each presented our ideas the teacher put us into groups and we voted and chose my idea.

All pancakes will be sold at the same price. Our team is going to be called "CAJM Pancakes".

In the team here will be Andrew Jones, James Smith, Mustafa Patel and me (Catherine Parker-Jones).

We chose this enterprise as we thought this would give us the biggest profit.

## **Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

### **External Moderator commentary:**

The candidate has carried out a questionnaire as part of the research for the project; this includes primary research and analysis of the data gathered. The candidate has provided very brief information from two websites about the cost of pancakes in terms of secondary research therefore a Pass has been achieved.

To achieve a Merit, candidates would conduct a wider range of research – for example competitors, suppliers, location and local publications – to show use of initiative.

To achieve a Distinction, candidates would conduct comprehensive market research for their project. This might include examples of interviews, focus groups and annotated publications etc.

### **Grade awarded for this assessment criterion:**

1.3      Pass

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**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****Assessment criterion:**

- 1.4 Assess findings against the aims and objectives, amending if required

**Candidate evidence:**

Earlier I came up with the following aims and objectives for the project:

The aim of the project is to:

- Make a profit and donate this to charity

The objectives of the project are to:

- Make a profit of £100
- Decide on what products to sell
- Decide on how much to sell the products for

However after carrying out this research I have amended the aims and objectives below:

**Aims and Objectives of project:**

Mission Statement: CAJM Pancakes mission is to satisfy our customers with great food and excellent service.

Aim: To make the best pancakes in the area.

Objectives:      To make a profit by selling as many pancakes as possible  
                         To offer good customer service  
                         To offer value for money and high quality pancakes



**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****Candidate evidence (cont'd):****To make a profit by selling as many pancakes as possible**

Although we will be a new business our low costs and our market research suggests that we may make a profit. If we get our promotion right and can stave off our competition then we should see a profit at the end of the enterprise.

As you can see from the graph that shows how often people would buy pancakes from our enterprise. 70% would buy pancakes at least twice a week, which suggests that we will have a lot of steady custom.

**To offer good customer service**

In order to make sure we keep our customers coming back again and again to buy pancakes we will aim to give excellent customer service.

**To offer value for money and high quality pancakes**

In order to make sure we keep our customers coming back again and again to buy pancakes we will aim to make our pancakes the tastiest alternative to anything else on offer at school at a price that pupils can afford and consider to be good value for money.

## **Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

### **External Moderator commentary:**

The candidate has assessed their findings against their previous aims and objectives and they have come up with specific aims and objectives for the project therefore a Pass can be achieved.

To achieve a Merit, candidates would assess their findings critically and they will demonstrate a good understanding showing how these findings are in-line with their aims and objectives, or they would amend the aims and objectives based on their findings.

To achieve a Distinction, candidates would assess findings critically, making judgments as to the effectiveness of their aims and objectives, and they would amend their aims and objectives based on their research.

### **Grade awarded for this assessment criterion:**

1.4      Pass

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## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Assessment criteria:

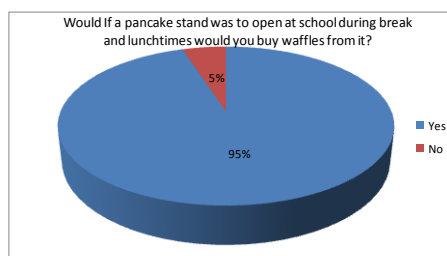
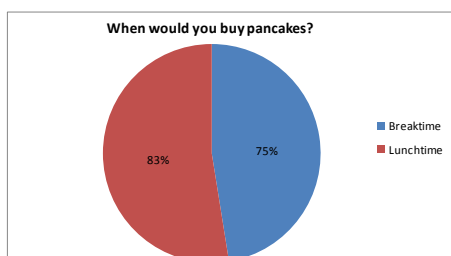
- 2.1 Develop a project plan to include:
  - aims and objectives
  - summary of research
  - marketing plan
  - financial plan
  - production/service plan
  - the balance of potential risks against potential rewards
- 2.2 Present the plan in a clear and appropriate way

### Candidate evidence:

#### PROJECT PLAN

Mission Statement: CAJM Pancakes mission is to satisfy our customers with great food and excellent service.

Aim: To make the best pancakes in the area.



Objectives:

- To make a profit by selling as many pancakes as possible
- To offer good customer service
- To offer value for money and high quality pancakes

We each carried out our own market research and compared our findings. I constructed a questionnaire and asked a random sample of 100 students at the school. I asked 20 students from each year group and thought this would give me a big enough response.

The target market will be all the pupils in the school. All the students asked said they would buy our pancakes and both girls and boys said they would buy the pancakes so we don't need to market any specific group.

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

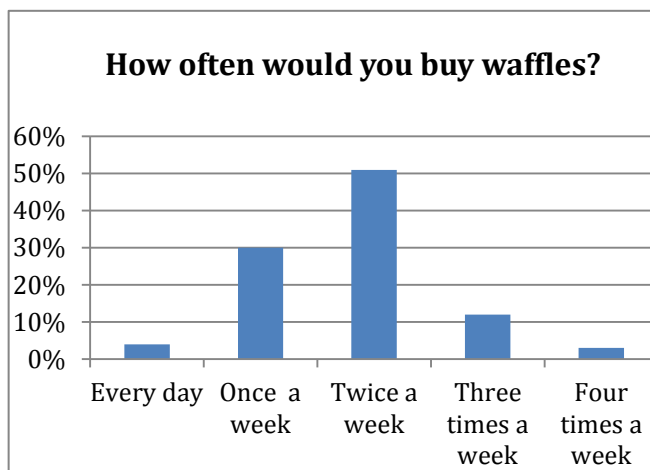
As you can see 95% of the students we asked said that they would buy pancakes from our business. This shows that our enterprise should be successful if all of these turn into real sales.

Based on my research we decided to sell pancakes at both break and lunchtime.

### MARKETING

Posters will be put around school advertising our pancake stand and on the screen in reception. Andrew asked the pupils about special offers and they thought BOGOF would be the most popular and we will use this promotional offer at the start. We will also start with a special low price.

We will sell the first 30 pancakes at 75p and the rest at £1 – this should get interest.



### FINANCE PLAN PRICING

Pupils said they would pay about £1 for a pancake. I think I overestimated in unit 1 but now think it will cost about 40p to make the pancake meaning profit of 60p per pancake. We will give discounts at the start and have special offers to attract customers.

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

#### COSTS

We have estimated the following costs to set up and run our enterprise:

Stock per day:	25 packs of Pancakes	£13.00
	Cream	£ 8.00
	Sauce toppings	£12.00
	Fruit	£ 10.00
	Plates and napkins	£ 5.00
	Hand gel	£ 4.00
	Black bags & cleaning materials	£ 1.00
		-----
	Total	£53.00

Our advertising posters and the screen will not cost us anything and the school is letting us use a classroom free of charge. We also have to consider the costs of our low price for the first few pancakes and the BOGOF offer; we will look at this when we calculate our forecasts.

I also carried out some market research and found that there was a pancake café in our local area and they included Bacon, Blue Cheese and Leek pancakes or Black cherry and chocolate ice cream pancakes. They charged £4.95 for each pancake.

#### REVENUE

We can serve probably 20 customers at break time and probably about 60 at lunch time. This will make our revenue £20 and £60. This looks at each customer buying just one pancake. This will give a revenue of £80 per day and a gross profit of around £27.

#### FINANCE

We will probably need £60 to run the enterprise. We have decided to invest £15 each in order to start. This gives us £60 to buy all the things we need for our start-up. At the end of the enterprise event, the investment will be returned to each member of the group and the surplus will be donated to cancer charity we have chosen. Receipts will be kept for all purchases and any of the £60 not spent on start-up costs will be used as a 'float' on the day, so that we can give customers change, if needed.

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****Candidate evidence (cont'd):****Production Plan**

After researching the prices of the stock we need in a number of different supermarkets, we found TESCO to be the cheapest. Therefore we will use this store as our supplier. As both James and Jenny live close to TESCO, they will be in charge of buying supplies the day before we sell our pancakes.

**Location**

As we do not need any specialist equipment for our enterprise, therefore, we have identified a classroom from which to sell our pancakes. Our teacher said we could use the classroom as long as we leave it as we found it. Food Tech also said we can use their room before each break to cut up the fruit and prepare the ingredients.

Our teacher said we can leave our lessons 10 minutes early to maximise our sales.

**Crowd Control**

The person who is "front of house" will have to ensure that the pupils are kept in an orderly fashion and that there is an easy flow of people coming in and out of the classroom. We might need to recruit another student to help us. We will review this after our first morning break sale.

**Storage**

As we will be buying the packets of pancakes and fresh fruit the day before we open the pancake barrow, we will not need to store much stock. We have negotiated to leave our dry stock in the classroom where we will be selling the pancakes and our perishable stock we will store in a fridge in an FT classroom.

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

#### Cash

We have arranged for the finance office to keep the money in their safe. At lunchtime we will take out only enough money for a 'float' and leave the rest locked away. At the end of lunchtime we will put all the money in the safe in the finance office.

#### STAFFING

There are four of us in our group and we have allocated the following general roles:

Catherine	-	Overall project leader
Andrew	-	Promotion and preparation of toppings
Mustafa	-	Setting up and packing away
James	-	Supplies and stock control

Three people will prepare the pancakes and toppings, one person will manage the customers and take the money. We will all clear up at the end of each session.

#### Risks against potential rewards

There are quite a few risks to our enterprise. We might not get any customers, the prices might not be right, the flavours might not be right, the timing might not be right. However by carrying out the market research we should have overcome these risks and should be able to turn our idea in a reward as we should be able to make a profit.

With Catherine being in charge of the money she will control the costs to make sure we don't overspend on the ingredients we need. Although we went to Tesco and priced out the goods the prices might go up and our sales might fall and the business might fail.

However I think from the planning we have done that we will be rewarded with making a profit and from satisfaction of completing the job well. We will also be able to get customer feedback and this will be a reward for all our hard work (especially if it positive).

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

#### PROJECT PLAN

ACTIVITY	WHEN TO BE CARRIED OUT	BY WHOM
Design posters advertising the event.	Two weeks before the event	Andrew and Mustafa
Place posters around school.	Two weeks before the event.	Andrew and Mustafa
See relevant teachers to get permission to use their classrooms and store our supplies.	This week, so that the venue for the pancake stand can be put on the posters.	Catherine and James
Go to classroom where the pancakes will be sold and decide on the best layout for the tables and flow of customers.	One week before the event.	All the team.
Make a list of the supplies needed to run the enterprise.	At this week's meeting.	All the team.
Decide on promotional offers.	At this week's meeting.	All the team.
Practice making pancakes to see how fast we can serve customers to estimate the maximum number of sales possible.	Two days before the event.	Catherine, James, Andrew, Mustafa



## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Candidate evidence (cont'd):

Cut up the bananas and strawberries.	Ten minutes before the event.	James and Catherine
Set up the room for selling.	Twenty minutes before the event.	All
Lay out the pancakes, toppings etc. so that they are easily accessible to all servers	Five minutes before the event.	Andrew, James, Mustafa
Stand at entrance to control the flow of customers coming into the classroom	Just before the bell for break/lunch goes.	Catherine
Serve customers	During the event.	Catherine and Andrew  This was changed to Catherine and Andrew as during our practice pancake making, Mustafa could not make the pancakes fast enough to a good enough standard and we were worried about the queue
Prepare pancakes and toppings behind the servers	During the event.	James and Mustafa
Put away /store surplus supplies	After the event.	All
Count money and put cash into the finance office safe	After the event.	Catherine and Andrew

## **Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

### **External Moderator commentary:**

**2.1** The candidate has developed a comprehensive project plan showing how it will be implemented. They have demonstrated critical judgement throughout the process therefore a Distinction can be awarded.

To achieve a Pass, the candidate would develop a plan to include the requirements laid down in 2.1.

To achieve a Merit, the candidate would develop a project plan which shows critical understanding, eg they would show why they had made certain judgements.

**2.2** The candidate has presented their project plan showing creativity therefore a Distinction can be awarded.

To achieve a Pass, the candidate would present the plan in a clear and appropriate way following a standard format.

To achieve a Merit, the candidate would present the plan showing confidence.

### **Grade awarded for these assessment criteria:**

- 2.1 Distinction
  - 2.2 Distinction
-

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****Assessment criterion:**

3.1 Participate in the project as planned

**Candidate evidence:****TAKING PART IN THE EVENT**

1. James and I went to speak to Miss Smith to ask if we could use the classroom and she said this would be fine but we must keep it tidy.
2. We held a team meeting and we decided how to set up the classroom. Mustafa was very quiet and I had to keep asking him what he thought. We drew a plan of how we thought the classroom should be and Andrew did this.
3. Mustafa and James drew up a plan of the supplies that we needed and they brought it to the meeting.
4. We decided on our promotional offers and Andrew suggested BOGOF and I suggested an initial low price and the rest of the team thought this was a good idea.
5. We decided to practice with the pancakes – it was a mess and we were all very messy at the end so we decided to think more about how we would produce the pancakes and had a sort of production line where James would lay out a pancake and put on the first topping and then Andrew would add the next topping and I would wrap it for the customer. Mustafa was quite slow. James and I decided to cut up the fruit and we all set up the room.

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

**Candidate evidence (cont'd):**

6. On the first day of the enterprise we laid out the room and put on our nice table cloths we had brought from home. Each person in the team had a distinct role so we knew what we were going to be doing in the production line of pancake toppings.
7. When the bell went I went and stood at the classroom door and encouraged pupils to come and see what we were selling and then Andrew took their order whilst the rest of the team made the pancakes.
8. At the end of each day we had to tidy up and put all the materials away – this was the worst part of the day.
9. Andrew and I counted the money, recorded it in our cash book and took the money to the office.
10. At the end of the week we totaled up how much we had spent and found out whether we had made a profit or not.

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Assessment criteria:

- 3.1 Participate in the project as planned (cont'd)
- 3.2 Demonstrate effective communication skills
- 3.3 Demonstrate effective working relationships with others

### Candidate evidence:

#### Witness Testimony

<b>Candidate Name</b>	Catherine Greene	<b>Qualification</b>	
<b>Assessor Name</b>	M K Smith	<b>Location</b>	
<b>Witness Name</b>			
<b>Briefly describe the relationship between the witness and the candidate</b>			
<b>Describe what you witnessed the candidate doing</b>			<b>Learning outcomes/ assessment criteria</b>
<p>Catherine was the team leader in the project and she had excellent communication skills. She was able to lead the team effectively. The team met regularly and she took minutes of meetings and ensured that everyone knew what they were doing. She was effective when dealing with suppliers and customers. She handed a complaint from a student about the wrong fruit on the pancake and she offered him a free pancake as well as the one he was original given.</p> <p>Catherine was able to work well with the others. Sometimes Mustafa got on her nerves as he was a little slow in completing tasks. However, Catherine remained professional throughout and she kept prompting him to complete his work. Catherine kept working to the plan and making sure they were on target and she made sure that the team did not over spend.</p>			<p><b>Unit 4</b> <b>AC3.1, 3.2, 3.3</b></p>
<b>Witness signature</b>		<b>Assessor signature</b>	<i>M.K.Smith</i>
<b>Date</b>		<b>Date</b>	

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****External Moderator commentary:**

**3.1** The candidate has participated in the project and has demonstrated clear communication skills and confidence in effective working relationships with others, through self-reflection and a witness testimony. Whilst these show that they used initiative, they did not show fluency and perceptiveness. A Merit can be awarded.

To achieve a Pass, candidates would participate in the project as planned.

To achieve a Distinction, candidates would participate in the project and show enthusiasm, initiative and creativity. This would be evidenced in the witness statement.

**3.2** The candidate has demonstrated clear communication skills and this is evidenced in the witness statement, a Merit can be awarded.

To achieve a Pass, the candidate would demonstrate effective communication skills.

To achieve a Distinction, the candidate would demonstrate effective communication skills with fluency and this would be evidenced in the witness statement.

**3.3** The candidate has demonstrated effective working and the witness statement shows that they have worked confidently with others, a Merit can be awarded.

To achieve a Pass, the candidate would demonstrate effective working relationships and this would be evidenced in the witness statement.

To achieve a Distinction, the candidate would demonstrate effective working relationships with others perceptively and this would be evidenced in the witness statement.

**Grade awarded for these assessment criteria:**

3.1	Merit
3.2	Merit
3.3	Merit

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## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

### Assessment criteria:

- 4.1 Evaluate the success of the project against the aims and objectives
- 4.2 Assess the strengths and areas for development of your contribution to the project
- 4.3 Present the evaluation in a clear and appropriate way

### Candidate evidence:

#### HOW SUCCESSFUL WAS THE EVENT

The enterprise activity was very successful and we achieved all of our objectives:

#### To make a profit by selling as many pancakes as possible

We sold more pancakes than we predicted. The stand was really popular. We estimated that we would sell 100 pancakes at the event, however we sold 140. Our costs were estimated at £53 but we only spent £42. We had to offer more at a lower price to get the interest.

Our profit for both break and lunchtime sales was £90, calculated as follows:

40 pancakes at 80p  
100 pancakes at £1  
**Total Revenue £132**

**Total Costs were £42**

#### To offer good customer service

We did offer good service as we had a steady stream of customers whom all appeared satisfied.

#### To offer value for money and high quality pancakes

We did not have any complaints about the price of the pancakes, nor the size or amount of topping. We had a complaint about one pancake which had the wrong filling and James asked a number of customers what they thought of the pancakes, as they were leaving the room – all said positive comments. Therefore we must have got the pricing right.

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****Candidate evidence (cont'd):****My contribution to the event**

I contributed well to the event both on my own and as part of the group. In group meetings I always listened to what other members had to say and considered their ideas, even if I didn't agree with them. As the team leader I always made sure that everyone had a chance to speak and give their ideas and that the meeting was not dominated by one or two people.

The individual tasks I undertook were always completed to a high standard and to any deadline we set. I spent a lot of time analysing the results of our questionnaire so that we would have a good basis for our decisions such as pricing and promotion, and favourite toppings.

**How the event could have been better**

Although the event went well and to plan, we could have done a few things better.

Firstly, the way the room was organised worked well in general, however the room became very crowded with people eating their pancakes in the room, they did not leave to go and eat them elsewhere.

If we ran the event again we should try and hold it in a bigger room that would give people enough room to eat the pancakes without getting in the way of people waiting to buy pancakes or we should direct them to a seating area.

Another improvement we could make is to not leave the cutting of the fruit so late. We thought that ten minutes before the event would be long enough, but it wasn't and meant that James had to spend much of his time during the event cutting fruit instead of helping us to prepare pancakes. If we had been more organised then perhaps we could have sold more.

Crowd control could also have been improved by having somebody to help me at the door. I sometimes found it difficult to stop people trying to push in and to keep the flow of the queue on my own. Next time we would have more people to help with the crowd.



**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****External Moderator commentary:**

**4.1** The candidate has evaluated the success of their project and they have linked this back to the aims and objectives of their project demonstrating critical judgement, a Distinction has been achieved.

To achieve a Pass, the candidate would evaluate the success of the project against the aims of objectives and they will identify a few successes and weaknesses.

To achieve a Merit, the candidate would link the success of their project to the aims and objectives they have identified.

**4.2** The candidate has assessed the strengths of their contribution to the project and they have identified areas for development of their contribution to the project, a Distinction can be awarded.

To achieve a Pass, the candidate would assess the strengths and at least one area for development.

To achieve a Merit, the candidate would assess the strengths and weaknesses of their contribution to the project and they would identify at least one area for development.

**4.3** The candidate has produced a well-presented evaluation and they have come up with a number of good ideas, showing creativity, therefore a Distinction can be awarded.

To achieve a Pass, the candidate would present their evaluation in a clear and appropriate way independently.

To achieve a Merit, the candidate would present their evaluation confidently.

**Grade awarded for these assessment criteria:**

4.1	Distinction
4.2	Distinction
4.3	Distinction

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## Evidence and Grading Tracker

### Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
1.1 Select an appropriate project		✓		There is no Distinction for this AC	Pages 5-6. The candidate has provided really good evidence of the ideas for the project and how these ideas are viable to select an appropriate project; however, they have not justified their choice and therefore a Pass can be awarded. No choices have been justified in any detail so a Merit cannot be awarded.
1.2 Identify aims and objectives of the project		✓			Page 8. The candidate has achieved a Pass as they have identified SMART aims and objectives of the project.
1.3 Conduct appropriate market research for your project		✓			Pages 10-14. The candidate has created a questionnaire and then collected responses. The data has been analysed and is useful to the business. A Pass can be awarded.
1.4 Assess findings against the aims and objectives, amending if required		✓			Pages 16-17. The candidate has assessed their findings against their previous aims and objectives and they have come up with more appropriate and specific aims and objectives for the project, therefore a Pass can be awarded.

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
<b>2.1 Develop a project plan to include:</b> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• summary of research</li> <li>• marketing plan</li> <li>• financial plan</li> <li>• production/service plan</li> <li>• the balance of potential risks against potential rewards</li> </ul>		✓	✓	✓	Pages 19-25. The candidate has developed a comprehensive project plan showing how it will be implemented. They have demonstrated critical judgement throughout the process therefore a Distinction can be awarded.
<b>2.2 Present the plan in a clear and appropriate way</b>		✓	✓	✓	Pages 19-25. The candidate has presented their project plan showing creativity, a Distinction can be awarded.
<b>3.1 Participate in the project as planned</b>		✓	✓		Page 27-29. The candidate has participated in the project and has demonstrated clear communication skills and confidence in effective working relationships with others, through self-reflection and a witness testimony. Whilst these show that the candidate has used initiative, they did not show fluency and perceptiveness. A Merit can be awarded.
<b>3.2 Demonstrate effective communication skills</b>		✓	✓		Page 27-29. The candidate has demonstrated clear communication skills and this is evidenced in the witness statement, a Merit can be awarded.

## Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
3.3 Demonstrate effective working relationships with others		✓	✓		Page 27-29. The candidate has demonstrated effective working and the witness statement shows that they have worked confidently with others, a Merit can be awarded.
4.1 Evaluate the success of the project against the aims and objectives		✓	✓	✓	Pages 31-32. The candidate has evaluated the success of their project and they have linked this back to the aims and objectives of the project demonstrating critical judgement, a Distinction has been achieved.
4.2 Assess the strengths and areas for development of your contribution to the project		✓	✓	✓	Pages 31-32 The candidate has assessed the strengths of their contribution to the project and have identified areas for development of their contribution to the project, a Distinction can be awarded.
4.3 Present the evaluation in a clear and appropriate way		✓	✓	✓	Pages 31-32. The candidate has produced a well-presented evaluation and they have come up with a number of good ideas, showing creativity, therefore a Distinction can be awarded.

## Summative feedback

### Unit 04 Plan, outline and take part in a business or enterprise project (T/505/3829) (cont'd)

**I confirm this is all my own work.**

Candidate signature:

Teacher/Assessor comments (please continue overleaf if necessary):

Well done Candidate A, this is a good assessment where you have produced a lot of great evidence demonstrating your knowledge and skills. Although you have produced great evidence for 2.1 and 2.2 to show your project plan and for 4.1–4.3 to evaluate the success of your contributions, your evidence for 1.1–1.3 was not as strong, so to achieve an overall higher grade you would need to justify why this particular idea was selected and carry out further market research, which could include interviews, focus groups and annotated competitor research etc.

**I confirm I have graded this work against the grading descriptors for the qualification.**

**Overall unit grade:** Pass

**Date submitted on the Portal:**

**Teacher/Assessor Name:** A Teacher

**Signature:** A Teacher

**Date:** 12.12.14