

Cambridge **TECHNICALS LEVEL 3**

BUSINESS

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Unit 19

International business

Model Assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Time

You should plan for learners to have 10 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We do require that evidence **must** take a specific format for some/all of the tasks in this assignment. We have made that clear in the tasks. Where we prescribe the format, we state this as 'You must produce an xxx' or 'Your evidence must include a xxx'. When we do not prescribe the format, we say 'You could include a report on...'. Please look out for this and make sure learners realise that we have prescribed the format for some/all of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that ALL of the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 19: International Business

Scenario

Adlington Ltd

'Adlington Ltd' are a manufacturing business based in Macclesfield.

The business has a small workforce of twenty full-time staff working in the manufacturing department and three part time staff working in the office and administration departments.

The directors of Adlington Ltd are considering setting up an export division to enable them to distribute and sell their products internationally.

The directors have heard about the OCR Level 3 Cambridge Technicals in Business course that you are doing and has asked if you are able to research a manufacturing or retail business of a similar size in your local area and provide them with a range of information.

The chosen business must manufacture or sell a minimum of **two** products.

The tasks

Task 1: Impacts of globalisation

(This task should take between 3 and 4 hours.)

Learning Outcome 1: *Understand the impact of globalisation on businesses, employees and consumers.*

Your task is to produce a formal business report on the impact of globalisation for the directors of Adlington Ltd.

Your report **must** include:

1. An explanation of the impact of globalisation on your chosen manufacturing or retail business and their employees.
2. An explanation of the impact of globalisation on the consumers of at least **two** specific products made or sold by your chosen manufacturing or retail business.

Your report **could** include an analysis of the impact of globalisation on the operation of your chosen manufacturing or retail business, its employees and consumers.

Pass	Merit	Distinction
P1: explain the impact of globalisation on a specific business and its employees	M1: analyse the impact of globalisation on the operation of a specific business, its employees and consumers	
P2: explain the impact of globalisation on the consumers of at least two specific products		
Evidence		
<ul style="list-style-type: none"> • You could produce a formal business report, including your research in appendices. Or • You could produce your report as a presentation accompanied by written notes. • You could include examples from other business organisations, with which you are familiar, to support your explanations and/or analysis. 		

Task 2: Opportunities and Challenges

(This task should take between 2 and 3 hours.)

Learning Outcome 2: *Understand the opportunities and challenges that businesses face when operating internationally.*

Your task is to prepare a report so that Adlington Ltd directors understand the opportunities and challenges they may face if they choose to operate internationally.

To do this, you will need to complete research on a business that recently started operating in a new export market. This may be the same business that you researched in Task 1, or another business of similar size.

The report **must** include:

1. An explanation of the opportunities and challenges that your chosen business has faced when first operating in a new, international market.
2. An identification of the challenges your chosen business could face / has faced when moving into a European market compared to moving into a non-European market.

Pass	Merit	Distinction
P3: explain the opportunities and challenges that a specific business has faced when first operating in a new, international market		
P4: identify the challenges a specific business could face if moving into a European market compared to moving into a non-European market		
Evidence		
<ul style="list-style-type: none">• You could produce a formal business report, including your research in appendices. Or• You could produce your report as a presentation accompanied by written notes.		

Task 3: International trading and expansion strategies

(This task should take between 6 and 7 hours.)

Learning Outcome 3: *Understand the international trading environment in which businesses operate*

Learning Outcome 4: *Understand different international expansion strategies used by businesses*

Your task is to prepare a briefing paper for distribution to the directors of Adlington Ltd based on the business researched in Task 2. This briefing paper will focus on the international trading environment in which it operates, and its international expansion strategies.

Your briefing paper **must** include:

1. A description of how mechanisms used to regulate international trade have impacted on your chosen business.
2. An explanation of the benefits to your chosen business of operating in a country which is part of a free trade area.
3. An explanation of the reasons why governments attempt to regulate imports, referring to the potential impact on your chosen business.
4. A description of the monetary issues facing the business you have researched.
5. An identification of how the business you have researched could overcome the monetary issues highlighted.
6. An explanation of the strategies the business you have researched has used to expand internationally.

Your briefing paper **could** include:

1. An analysis of the benefits to your chosen business of operating in a free trade area such as the EU for the first time.
2. An evaluation of the advantages and disadvantages to businesses of a range of mechanisms used to regulate international trade.
3. An explanation of how a strategy previously used by the business you have researched could inform the decisions of another domestic business to expand internationally.
4. A justified strategy which your chosen business, or another specific UK business, could adopt in order to expand internationally.

Pass	Merit	Distinction
P5: describe how mechanisms used to regulate international trade have impacted on a specific business	M2: analyse the benefits to a specific business of operating in a free trade area for the first time	D1: evaluate the advantages and disadvantages to businesses of a range of mechanisms used to regulate international trade
P6: explain the benefits to a specific business of operating in a country which is part of a free trade area		
P7: explain reasons why governments attempt to regulate imports, with reference to a specific business		
P8: describe monetary issues facing a specific business operating internationally and identify how they could overcome them		
P9: explain the strategies that a specific business has used to expand internationally	M3: explain how a strategy previously used by a business could inform the decisions of a domestic business to expand internationally	D2: justify a strategy which a specific domestic business could adopt in order to expand internationally
Evidence		
<ul style="list-style-type: none"> You could include examples from other business organisations, with which you are familiar, to support your explanations. 		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Business

Unit 19: International Business

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Explained the impact of globalisation on a specific business and its employees (P1)	
Explained the impact of globalisation on the consumers of at least two specific products (P2)	
Explained the opportunities and challenges that a specific business has faced when first operating in a new, international market (P3)	
Identified the challenges a specific business could face if moving into a European market compared to moving into a non-European market (P4)	
Described how mechanisms used to regulate international trade have impacted on a specific business (P5)	
Explained the benefits to a specific business of operating in a country which is part of a free trade area (P6)	
Explained reasons why governments attempt to regulate imports, with reference to a specific business (P7)	
Described monetary issues facing a specific business operating internationally and identify how they could overcome them (P8)	
Explained the strategies that a specific business has used to expand internationally (P9)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Analysed the impact of globalisation on the operation of a specific business, its employees and consumers (M1)	
Analysed the benefits to a specific business of operating in a free trade area for the first time (M2)	
Explained how a strategy previously used by a business could inform the decisions of a domestic business to expand internationally (M3)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Evaluated the advantages and disadvantages to businesses of a range of mechanisms used to regulate international trade (D1)	
Justified a strategy which a specific domestic business could adopt in order to expand internationally (D2)	

To find out more

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