|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Goes Above and Beyond**  **(A+)** | **Excellent work (A, A-)** | **Very Good**  **B+** | **Good**  **(B/B-)** | **Satisfactory (C+/C)** | **Adequate**  **(C-)** | **Doesn’t meet the standard required**  **(D/E)** |
| Question 1 | Each macro factor ranked and linked insightfully to product. Explanation insightful, no gaps. | Each macro factor ranked and strong linkages are clearly made. Explanation well thought out. Emphasis is on most important elements. | Macro factors ranked and linked. Expression needs improvement Explanation good, emphasis is on the right points. | Each factor ranked. Attempts are made to link. Explanation is generally on the right track. | Factors ranked. Attempts to link factors made. Writing is unfinished / unpolished. needs improvement Explanation attempted but not quite there. | Attempts are made but somewhat superficial / unfinished. Explanation superficial/unfinished. | Not attempted, Attempt doesn’t meet standard |
| Question 2 Point A - C | Each macro factor ranked and linked insightfully to product. Explanation insightful, no gaps. | Each macro factor ranked and strong linkages clearly made. Explanation well thought out. Emphasis is on most important elements. | Each macro factor ranked and linked. Expression needs improvement Explanation good. Emphasis is on the right points. | Research undertaken and an understanding of market size, current and future trends shown. | Market size, current and future trends are included. Question mark over research depth undertaken. | Research declared but is superficial/ unfinished. | Not attempted, Attempt doesn’t meet standard |
| Question 2 Point D - E | Three important competitors chosen and strengths well analysed. | Three current competitors chosen and attempts to analyse strengths | Three competitors chosen and strengths discussed | Three competitors chosen but doesn’t really discuss strengths | Identifies three competitors struggles to identify strengths | | Not attempted, Attempt doesn’t meet standard |
| Question 3 | Evidence gathered from research and 2 opportunities and 2 threats are identified, discussed and evaluated extremely well in terms of product market. Student shows outstanding understanding. | Evidence gathered from research and 2 opportunities and 2 threats are examined well and linked to product market. Student shows excellent understanding | Research has been completed and 2 opportunities and 2 threats are identified and discussed. Links to product market clear. | Research declared. Two opportunities and 2 threats identified but not well linked to product market. | Research declared. Attempts to identify two opportunities and two threats. Linkages to product market either badly made or not attempted. | Research declared but is superficial/ unfinished. Less than 2 threats and 2 opportunities identified and no real links to product market made. | Not attempted, Attempt doesn’t meet standard |
| Question 4 | Perceptive recommendations made. Explanations of product and market development shows very good marketing insight. | Very good recommendations sharply made. Product and market development well understood. | Good recommendations made. Product and market development understood and not confused. | Recommendations made. Product and market development largely understood. | Research declared. Attempts to identify two opportunities and two threats. Linkages to product market either badly made or not attempted. | Recommendations attempted. Product and market development unclear and / or confused. | Not attempted, Attempt doesn’t meet standard |
| Written work | Superbly written, no errors References complete | Well written. References complete | Writing good but with some errors. References fairly close to complete. | Writing ok, but could do with clarity/ finesse. Errors exist References good attempt. | Writing needs improvement References need improvement | Writing poor References poor Needs work | Not attempted, Attempt doesn’t meet standard |

**Comments and Grade**