



# Unit: Communications for Business

## Assignment title: Food Retailer

### Sample Assignment

## Marking Scheme

Markers are advised that, unless a task specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks. If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

This marking scheme has been prepared as a **guide only** to markers and there will frequently be many alternative responses which will provide a valid answer.

Each candidate's script must be fully annotated with the marker's comments (where applicable) and the marks allocated for each part of the tasks.

**Throughout the marking, please credit any valid alternative point.**

**Where markers award half marks in any part of a task, they should ensure that the total mark recorded for the task is rounded up to a whole mark.**

**Marker's comments:**

**Moderator's comments:**

**Mark:**

**Moderated mark:**

**Final mark:**

**Penalties applied for academic malpractice:**

## Task 1– 20 Marks

Review your chosen organisation’s website and select a piece of text that directly communicates a key message to customers. You must critically analyse its message in terms of clarity, readability and appropriateness. For example, you may refer to:

- The suitability of the content.
- The length of sentences/ paragraphs.
- How sentences are used.
- The inclusion of lengthy or unnecessary words and phrases.
- The use of formatting.
- The appropriateness of the writing style for the intended audience.

NB: You should include a full reference for the website.

<b>0-5 marks</b>	<b>6-7 marks</b>	<b>8-11 marks</b>	<b>12-13 marks</b>	<b>14-20 marks</b>
Provides basic analysis of the clarity of the message in terms of how coherent and intelligible it is.	Provides a limited analysis of the clarity of the message in terms of how coherent and intelligible it is.	Provides a consistent analysis of the clarity of the message in terms of how coherent and intelligible it is.	Provides a critical analysis of the clarity of the message in terms of how coherent and intelligible it is.	Provides consistently critical analysis of the clarity of the message in terms of how coherent and intelligible it is.
Provides a basic analysis of the readability of the message, explaining how clear the message is, with reference to such factors as complexity, familiarity, legibility and typography.	Provides a limited analysis of the readability of the message, explaining how clear the message is, with reference to such factors as complexity, familiarity, legibility and typography.	Provides an adequate analysis of the readability of the message, explaining how clear the message is, with reference to such factors as complexity, familiarity, legibility and typography.	Provides a sound analysis of the readability of the message, explaining how clear the message is, with reference to such factors as complexity, familiarity, legibility and typography.	Provides a solid analysis of the readability of the message, explaining how clear the message is, with reference to such factors as complexity, familiarity, legibility and typography.
Demonstrates a basic understanding of how appropriate or suitable the message is to the target audience.	Demonstrates a limited understanding of how appropriate or suitable the message is to the target audience.	Demonstrates a consistent understanding of how appropriate or suitable the message is to the target audience.	Demonstrates a critical understanding of how appropriate or suitable the message is to the target audience.	Demonstrates a consistently critical understanding of how appropriate or suitable the message is to the target audience.

## Task 2 – 15 Marks

From the available sources e.g. the annual report, industry reports, etc. you should be able to access key quantitative data related to your chosen organisation.

You must present this data in a variety of visual formats and provide an interpretation of it, explaining what implications it has for your chosen organisation.

0-3 marks	4-5 marks	6-8 marks	9-10 marks	11-15 marks
Demonstrates a basic ability to accurately portray data in a variety of visual formats.	Demonstrates a limited ability to accurately portray data in a variety of visual formats.	Demonstrates an adequate ability to accurately portray data in a variety of visual formats.	Demonstrates a sound ability to accurately portray data in a variety of visual formats.	Demonstrates a comprehensive ability to accurately portray data in a variety of visual formats.
Provides a basic interpretation and explanation of the visual data and produces vague judgements on the implications for the organisation.	Provides a limited interpretation and explanation of the visual data and produces incomplete judgements on the implications for the organisation.	Provides a consistent interpretation and explanation of the visual data and produces reliable judgements on the implications for the organisation.	Provides a critical interpretation and explanation of the visual data and produces sound judgements on the implications for the organisation.	Provides a consistently critical interpretation and explanation of the visual data and produces convincing judgements on the implications for the organisation.

## Task 3– 15 Marks

Based on your research, prepare the contents of a corporate presentation that your chosen organisation could use when giving an induction to new employees.

In order to do this, you must provide the written content for six PowerPoint slides. You should then discuss how these slides could be effectively delivered.

0-3 marks	4-5 marks	6-8 marks	9-10 marks	11-15 marks
Produces basic content in relation to the purpose of inducting a new employee.	Produces limited content in relation to the purpose of inducting a new employee.	Produces consistent content in relation to the purpose of inducting a new employee.	Produces sound content in relation to the purpose of inducting a new employee.	Produces coherent content in relation to the purpose of inducting a new employee.
Provides a basic discussion of how the presentation could be effectively delivered.	Provides a limited discussion of how the presentation could be effectively delivered.	Provides a consistent discussion of how the presentation could be effectively delivered.	Provides a critical discussion of how the presentation could be effectively delivered.	Provides a consistently critical discussion of how the presentation could be effectively delivered.

## Task 4 – 15 Marks

Discuss examples of *formal and informal meetings* that might occur within the context of your chosen organisation.

0-3 marks	4-5 marks	6-8 marks	9-10 marks	11-15 marks
Can basically identify and discuss examples of <b>formal</b> meetings that are relevant to the selected organisation.	In a limited way, can identify and discuss examples of <b>formal</b> meetings that are relevant to the selected organisation.	Can adequately identify and discuss examples of <b>formal</b> meetings that are relevant to the selected organisation.	Can soundly identify and discuss examples of <b>formal</b> meetings that are relevant to the selected organisation.	Can coherently identify and discuss examples of <b>formal</b> meetings that are relevant to the selected organisation.
Can basically identify and discuss examples of <b>informal</b> meetings that are relevant to the selected organisation.	In a limited way, can identify and discuss examples of <b>informal</b> meetings that are relevant to the selected organisation.	Can adequately identify and discuss examples of <b>informal</b> meetings that are relevant to the selected organisation.	Can soundly identify and discuss examples of <b>informal</b> meetings that are relevant to the selected organisation.	Can coherently identify and discuss examples of <b>informal</b> meetings that are relevant to the selected organisation.

## Task 5– 15 Marks

Based on your chosen organisation, discuss (with an example of a possible project) the likely communication skills required at each of the five stages of team development, as proposed by Tuckman and Jensen (1977).

0-3 marks	4-5 marks	6-8 marks	9-10 marks	11-15 marks
Basic understanding of the Tuckman and Jensen team development model.	Limited understanding of the Tuckman and Jensen team development model.	Consistent understanding of the Tuckman and Jensen team development model.	Critical understanding of the Tuckman and Jensen team development model.	Consistently critical understanding of the Tuckman and Jensen team development model.
Provides a basic discussion of the communication skills required at each stage of team development	Provides a limited discussion of the communication skills required at each stage of team development	Provides a consistent discussion of the communication skills required at each stage of team development	Provides a critical discussion of the communication skills required at each stage of team development	Provides a consistently critical discussion of the communication skills required at each stage of team development

## Task 6 – 20 Marks

Discuss the importance of the *body language* demonstrated by a customer assistant serving in the food retail business. Explain what impacts this might have on the customer service experience.

<b>0-5 marks</b>	<b>6-7 marks</b>	<b>8-11 marks</b>	<b>12-13 marks</b>	<b>14-20 marks</b>
Basic understanding of the types of body language.	Limited understanding of the types of body language.	Consistent understanding of the types of body language.	Critical understanding of the types of body language.	Consistently critical understanding of the types of body language.
Provides a basic explanation of how body language can impact on the customer experience within a food retail environment.	Provides a limited explanation of how body language can impact on the customer experience within a food retail environment.	Provides a consistent explanation of how body language can impact on the customer experience within a food retail environment.	Provides a critical explanation of how body language can impact on the customer experience within a food retail environment.	Provides a consistently critical explanation of how body language can impact on the customer experience within a food retail environment.

### Note to markers

Please take appropriate action for any malpractice (plagiarism, collusion, referencing issues etc.) discovered as per the *AQ\_28-a01\_Academic Misconduct Policy* document. Please also complete and submit the *Malpractice Declaration Form*.

## Learning Outcomes matrix

Task	Learning Outcomes assessed	Marker can differentiate between varying levels of achievement
1	1	Yes
2	2	Yes
3	3	Yes
4	4	Yes
5	5	Yes
6	6	Yes

## Grade descriptors

Learning Outcome	Fail	Referral	Pass	Merit	Distinction
Prepare business messages and reports:	Can basically identify, adapt and use appropriate skills, methods and procedures to reach basic solutions.	In a limited way, can identify, adapt and use appropriate skills, methods and procedures to reach limited solutions.	Can adequately Identify, adapt and use appropriate skills, methods and procedures to reach appropriate solutions.	Can soundly identify, adapt and use appropriate skills, methods and procedures to reach supported and appropriate solutions.	Can coherently identify, adapt and use appropriate skills, methods and procedures to reach well supported and highly appropriate solutions.
Present quantitative data to convey information:	Provides basic interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides limited interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides consistent interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides consistently critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.
Deliver effective presentations:	Can basically identify, adapt and use appropriate skills, methods and procedures to reach basic solutions.	In a limited way, can identify, adapt and use appropriate skills, methods and procedures to reach limited solutions.	Can adequately Identify, adapt and use appropriate skills, methods and procedures to reach appropriate solutions.	Can soundly identify, adapt and use appropriate skills, methods and procedures to reach supported and appropriate solutions.	Can coherently identify, adapt and use appropriate skills, methods and procedures to reach well supported and highly appropriate solutions.
Contribute to business meetings:	Demonstrates a basic ability to review the effectiveness and appropriateness	Demonstrates a limited ability to review the effectiveness and appropriateness	Demonstrates an adequate ability to review the effectiveness and	Demonstrates a sound ability to review the effectiveness and appropriateness	Demonstrates a comprehensive ability to review the effectiveness and

	of actions methods and results.	of actions methods and results.	appropriateness of actions methods and results.	of actions methods and results.	appropriateness of actions methods and results.
<b>Understand theories of working in teams:</b>	Provides a basic interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides a limited interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides a consistent interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides a critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides a consistently critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.
<b>Use non-verbal skills and listen effectively:</b>	Can basically identify, adapt and use appropriate skills, methods and procedures to reach basic solutions.	In a limited way, can identify, adapt and use appropriate skills, methods and procedures to reach limited solutions.	Can adequately identify, adapt and use appropriate skills, methods and procedures to reach appropriate solutions.	Can soundly identify, adapt and use appropriate skills, methods and procedures to reach supported and appropriate solutions.	Can coherently identify, adapt and use appropriate skills, methods and procedures to reach well supported and highly appropriate solutions.