

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

Assessment window: November 2019

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window. The aim is to highlight where learners generally perform well, as well as any areas where further development may be required.

Key points:

- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment- V Certs
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It's important to note that learners shouldn't be entered for the external assessment until they've taken part in the relevant teaching of the unit, to ensure they are well prepared for the external assessment.

Administering the External Assessment

The external assessment must be independent from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Learners must complete all tasks independently.

The completion of the timed tasks must be invigilated and sat in accordance with the [Regulations for the Conduct of External Assessment - V Certs](#)

It's also important that the external assessment is sat in accordance with the specified conditions outlined on the assessment paper.

No problems have been identified with the administration of the external assessments in this window and most learners have taken the allocated 5 hours to complete the assessment. Very

few learners have submitted an incomplete assessment therefore the 5 hour duration period appears to be suitable.

Standard of Learner Work

This assessment used a case study from which the questions were based. At Level 2, learners must be able to **apply** their knowledge, thus demonstrating an understanding of the assessment criteria. Learners **must** be able to demonstrate skills such as: describe, explain, evaluate and compare as per the assessment criteria.

Evidence of good practice:

- There have been some good examples of learner responses, demonstrating that learners are working at the correct level and are well prepared for the assessment, showing effective teaching and learning and clear knowledge of the NCFE Level 2 Certificate in Business and Enterprise (601/0048/5) qualification specification.
- Many learners are working at the correct level and many are attempting every question.
- Where learners are attempting every question, many are accessing higher grades.

Areas for improvement:

- Learners should answer all tasks. The first part of each task **MUST** be answered as this targets the Pass criteria for each assessment criterion. Failure to do this will result in a NYA.
- There are some instances where candidates have not attempted each task and therefore a NYA has been awarded.
- Answers for Paper 2 must show application to the case study, unless specifically indicated in the question. In this paper the only question that this is not applicable to is AC 3.2.
- Learners must read all questions carefully.
- Learners must be aware of the different command words, e.g. identify, describe, explain, and the demands of each of these.
- Where responses are word processed, the centre must ensure that all sheets are printed and returned to NCFE. Any missing pages may result in a NYA.
- Where responses are word processed the learner must also ensure they make it clear which question their answer is relating to.
- There have been some weak responses and some weak batches highlighting that some learners may not be working at the right level, or are under prepared for the external

assessment. Where this is the case learners are not answering all questions or are answering incorrectly, showing little/no understanding of the requirements of the question.

- In some cases learners are writing far more than is required, with an apparent focus on quantity over quality. In some cases the extended responses do not meet the assessment criteria and therefore do not improve the grades awarded. Learners should consider the space provided in the question paper to help structure their answer. Some additional sheets however were applicable.
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Regulations for the Conduct of External Assessment

Malpractice

There have been some issues of malpractice raised this assessment window. It is imperative that centres and learners adhere to the Regulations for the Conduct of External Assessment - V Certs to ensure the integrity of the qualification and that malpractice does not take place. Some examples raised were identical responses and identical recommendations Paddy could make to his market research and market mix across batches or learners.

Maladministration

There have been no maladministration issues raised this window, however it is imperative that centres and learners continue to adhere to the Regulations for the Conduct of External Assessment, to ensure the integrity of the qualification and that maladministration does not take place.

Referencing of External Assessment Tasks

The assessment criteria are clearly visible for each task and learners **must** be encouraged to refer to the assessment criteria and grading descriptors throughout the assessment, to ensure their answer fully meets this. The paper has been designed to incorporate some higher-level questions, learners hoping to achieve Merit and Distinction grades must attempt **all** questions and refer to the grading criteria. The first question of each task targets the Pass criteria and therefore must be answered.

Evidence Creation

Learners should use the answer booklet, using the space provided, to answer questions. Where answers are typed or additional pages included, learners must ensure any extra paper is labelled clearly with their name, centre number, learner number and the task the evidence relates to, and is securely attached to the external assessment paper.

Interpretation of the Tasks and Associated Assessment Criteria

AC 1.1

Some learners are providing very good answers to this AC, correctly describing 3 of the 4 aspects, with a correct example and higher-level learners are also providing valid advantages and disadvantages of the chosen aspects.

Fewer learners are confusing Mass and Niche and Product and Market Orientated Marketing.

Some learners however are still struggling to describe Niche and there have been instances where poor examples have been used to support definitions.

When describing the aspects learners should avoid the use of comparative words such as 'larger' or 'smaller.'

Where learners are aiming for higher grades they must ensure they provide valid advantages and disadvantages rather than an extended definition of the aspect e.g. learners should make it clear why this is an advantage/disadvantage.

It is important to note that learners must describe 3 aspects correctly in order to gain a Pass for this AC. Learners can choose 3 from Mass, Niche, Product and Market Orientated Marketing. Fewer than 3 correct descriptions will result in a NYA. Should the learner describe a 4th aspect this will not be marked or accredited.

AC 1.2

Most learners have answered this question well, demonstrating their awareness of the importance of marketing. To achieve this assessment criterion, learners must give at least 2 correct reasons to explain the importance of marketing. Learners aiming for higher grades must explain why this will be a benefit for a business. Learner must also avoid giving the same benefit for each reason provided.

Learners aiming for a Distinction need to discuss the consequences of unsuccessful marketing campaigns. During this window many learners have supported their answers with good examples of marketing strategies/campaigns that have been unsuccessful or have not met the needs of the business. However, their example must be supported with an explanation of the consequence that this has had for the business/enterprise. Consequences also require an explanation that is more than the reverse of the reason/benefit.

AC 2.1

A range of target markets were discussed in this case study and most learners were able to identify a minimum of 3 to achieve the Pass for this assessment criterion e.g. parents of school children etc. There were still some instances where answers include products e.g. man bags, college backpacks etc rather than target markets. These have not been accepted and a NYA awarded.

Many learners have also been able to identify from the case study how Paddy knows that the target markets identified are suitable for his business, as required for the Merit criteria. For example, sales have increased each year etc.

Some learners have described the aspects of marketing in this question, this is incorrect.

AC 2.2

Most learners have responded well to this question and have identified the needs of two of Paddy's target markets e.g. parents of school children want the school bags to be hard-wearing and simple in design. They have also been able to compare how the needs of two target markets are similar and different in order to achieve higher grades e.g. parents of school children and college students need a bag that is hard-wearing and reasonably priced. Parents

of school children want a bag suitable to hold a PE kit and a reading book whereas college students want a bag big enough to carry both a lap top and student files.

Where learners have described the products offered and not the needs of the different target markets e.g. man bags are simple but stylish this has resulted in a NYA.

AC 2.3

Many learners have been able to describe 2 of the research methods used by Paddy to research his target market. Where the learner has not specifically stated the research method used e.g. he has collected market data and not stated that he used Mintel reports to discover this, a NYA has been awarded.

Some learners are still confusing primary and secondary and quantitative and qualitative, resulting in a NYA for this assessment criterion.

Most learners are sufficiently providing advantages and disadvantages of their 2 selected research. Some however are insufficient and further describe the method rather than stating the advantages and disadvantages. E.g. Paddy used a focus group. What are the advantages and disadvantages of this?

There have been instances where learners have described his use of the same method twice e.g. both examples refer to secondary research. Where this occurred a NYA has been awarded.

Learners working towards a Distinction grade must suggest two improvements Paddy can improve his market research. Recommendations must be specific, for example what are they recommending and why/how will this be a benefit for Paddy e.g. why should he use open questions in the students' questionnaire? How would this improve his research?

It is not sufficient to state he should carry out more primary research. Improvements must also be valid to Paddy's business and not something Paddy is already doing.

Some learners suggested improvements Paddy could make to his marketing mix, as this AC asks for suggestions he could make to his market research, these suggestions have not been credited.

AC 3.1

Many learners were able to explain the marketing mix for Paddy's evening bags, explaining the product, price, place and promotion.

Some learners however have not specifically explained the marketing mix for the evening bag and included elements of other products within their answer. Learners must ensure their answer relates to the product/service requested in the question.

Learners who achieved a Merit were able to explain Paddy's marketing mix for the evening bag in more detail, showing a greater understanding of why this marketing mix was being used by Paddy. For example, the evening bag was big enough to hold a mobile phone, some makeup and a hairbrush for product and a third of customers used the promotional voucher for promotion.

The weaker element explained was price, learners must also avoid the use of expensive, high price etc and state the price or pricing strategy used e.g. price skimming or £750.

Learners must make it clear in their answer if they are explaining price, place, promotion or product e.g. for price, Paddy used pricing skimming for the evening bags. The use of headings may help learners to structure their answer.

Learners aiming for a Distinction for this AC are required to correctly answer question 4b and 4c to identify the correct stages in the product life cycle of the primary school backpack and man bag and suggest reasons for their choice supported by evidence from the case study.

Many learners answered this well and were able to access Distinction grades.

AC 3.2

Most learners are able to explain positive and / or negative impacts of social media and the internet for promotion to achieve this assessment criterion.

There were still some learners who explained the positive impact of social media and the internet in terms of market research e.g. business can collect feedback or explained the positive

impacts from a customer's perspective rather than a business e.g. customers can access this 24/7. Where this was the case a NYA was awarded.

To achieve this AC learners must also ensure their answer is unique to social media and the internet and not a positive and/or negative impact that could also be applied to other methods of promotion.

To achieve a Merit grade for this assessment criterion, learners need to compare the use of social media and the internet for promotion with traditional methods of promotion. This must be more than a simple statement and show that the learner understands how one compares to the other e.g. why is it beneficial for a business to use social media and the internet to promote their business over a traditional method such as the radio? Learners must also ensure that they state the traditional method they are making the comparison to e.g. radio, TV advert, billboard etc.

AC 4.1

Many learners were able to explain what went well and what did not go well for Paddy's use of price and promotion and achieve a Pass for this assessment criterion. Where this was not achieved their explanations were insufficient or not taken from the case study. To achieve this AC it is important that learners explain the impact e.g. for price; what evidence suggests that competitive pricing was a successful pricing strategy for the school bags? For promotion; why were the leaflets used for the school backpacks unsuccessful?

Learners hoping to achieve higher grades needed to correctly answer questions 5b and 5c. Many learners were able to suggest two good improvements Paddy could make to his marketing mix and give reasons for their suggestions. Some learners however suggested things that were invalid e.g. Paddy should move to a more central location. As Paddy's location was an advantage due to the car park only 5 minutes away and a high footfall of passers-by this was not a valid suggestion.

Where learners suggest that he makes more use of social media, they need to state which social media methods to use and explain why.

Where learners have suggested that he changes his pricing strategy, they must make it clear which strategy he should use, for which product and why.

A weak suggestion for improvement will only be awarded if the learner's answer to 5c is sufficient to make critical judgements, showing why this would not be successful.

Planning in the External Assessment

Centres are reminded to give due attention to the assessment windows of the external assessment. It is not advisable for learners to sit the external assessment too early in their course, as they must have the relevant teaching to ensure they are well prepared.

Centres must also ensure that their learners are working to a Level 2 standard. Centres are reminded that they are responsible for ensuring that this qualification is appropriate for the age and ability of their learners. They need to make sure that learners can fulfil the requirements of the assessment criteria of this qualification.

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