

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

Marking window: January – April 2016

This report contains general information from the Chief Examiner. The aim is to point out the positives and negatives of the scripts in the marking window to guide you to areas that are doing well and not so well.

Key points:

- Administering the external assessment
- Standard of candidate work
- 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 candidates shouldn't sit 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. Any stimulus materials used by the centre during the teaching of the unit cannot be used in the external assessment. Candidates must complete all of the 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 important that the external assessment is sat in accordance with the specified conditions.

No problems have been identified with the administration of the assessments in this window and most candidates have taken the allocated 5 hours to complete the assessment, no candidates appeared to have run out of time.

Standard of candidate work

The standard of the candidate work on the whole has been generally good, most candidates have passed and many have gained Merit and Distinctions. **It is important to note that all questions must be answered, as no answers can be cross-referenced.**

In this marking window most candidates have answered all questions. If a candidate has not attempted a question, they will not have met all A.Cs and as a result, will receive a NYA result for the unit as a whole.

It is also important to ensure that candidates are taught to read and answer the question. Some candidates are choosing to write about everything that they have learnt about marketing, rather than answering the question and addressing that specific AC, if the candidate does not answer the task in question then this will lead to an NYA as we will be lead to believe that they can't apply their knowledge and understanding.

Referencing of external assessment tasks

The AC is clearly visible for each task and candidates **must** be encouraged to refer to the grading criteria throughout the assessment, to ensure that their answer fully meets this, especially for candidates hoping to achieve higher grades.

We suggest you use the practice paper on the website during lesson time to help candidates prepare for the external assessment.

Evidence creation

Candidates are required to use the question and answer booklet to record their responses. Candidates may answer in the space provided on the paper or type their answer. Where answers are typed, it must be clear which task the answer refers to.

Interpretation of the tasks and associated assessment criteria

AC 1.1

Many candidates have met this AC really well and have been able to provide a description of some/all of the different aspects of marketing as identified in the *range* in the qualification specification.

It is clear however, that some centers have not taught to the range and where this has been the case, candidates have struggled with this question and chose to discuss the marketing mix instead. This has resulted in some candidates receiving an NYA for this task.

During the teaching of the unit we strongly advise you to refer to the range statements in the Qualification Specification for this unit.

AC 1.2

Most candidates have successfully achieved this AC. It is however, recommended that candidates are taught some of the benefits that successful marketing can have for a businesses and/or enterprises. They should be aware of different successful marketing campaigns and be able to provide examples.

For higher grades, candidates should be aware of marketing strategies that have failed and be able to provide an example.

AC 2.1

Most candidates have been able to successfully identify target markets and be able to demonstrate an awareness of why they are suitable for an organisation. It's important that candidates remember to give justified reasons why these target markets are suitable for the business.

A.C 2.2

The focus for this AC is the ability for candidates to make **comparisons**, again most candidates have been able to do this well and have been able to give 2-3 comparisons, however the focus here is the *quality* of their comparisons as this will determine the higher grades.

A.C 2.3

Again most candidates have been able to discuss some of the research methods available to an organisation and many are choosing to provide some benefits and drawbacks of each. To achieve the higher grades, candidates will need to show critical understanding, this may involve some examples of businesses that have used these methods successfully or discussions to show why some methods are more suited to some businesses rather than others etc.

Please note *some* candidates are discussing promotional methods here rather than research methods and therefore no marks will be awarded for this as it does not meet the A.C.

A.C 3.1

Most candidates are able to discuss the 4Ps of the marketing mix and this question is not causing any issues, however to achieve higher grades candidates should be able to discuss this in detail, for example:

- they may discuss some of the examples provided in the range statement
- why the different aspects are important to a business
- and/or why some will have a stronger importance than others depending on the business etc.

A.C 3.2

Most candidates have been able to explain the impact of social media and the internet on promotion and the higher grade candidates have been able to suggest how they can be used successfully and provide examples of other businesses who are doing this.

The main issue here is that many candidates are failing to make comparisons with traditional methods, as per the Merit criteria. Examples of traditional methods could be TV and radio adverts, posters and flyers etc.

Most candidates are also discussing social media and the internet interchangeably which this is OK, however candidates may also wish to discuss the use of company websites, apps etc.

A.C 4.1

The key term here is evaluation, candidates will gain higher marks for their ability to provide a good evaluation and use their knowledge to make critical judgments, they may refer to other businesses that they are aware of, evaluate the methods used, the strengths and weaknesses and suggest any improvements etc.

Planning in the external assessment

Centres are reminded to give due attention to the marking windows of the external assessment. It's not advisable for candidates to sit the external assessment early in their programme. It is far more appropriate to enter candidates once they have taken part in the relevant teaching to ensure they are well prepared. Centres would be in a better position to prepare their candidates for the external assessment following the support of an external moderation visit for the internally assessed units.

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