

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

Assessment window: 1 February–12 February 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 assessment window to guide you to areas that are doing well and not so well.

Key points:

- administering the external assessment
- standard of learner 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 learners 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. 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 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

The standard of learner work in this window has varied, there's been some great Level 2 responses demonstrating effective teaching and learning at this level and a clear knowledge of the NCFE level 2 Certificate in Business and Enterprise (601/0048/5) qualification specification. However, there have also been some weak responses, highlighting that some learners may be working at the wrong level.

Most learners are attempting every question and higher performing learners are using the grading criteria.

At Level 2 learners **must** be able to demonstrate skills such as Describe, Explain, Evaluate and Compare as per the assessment criteria.

Referencing of external assessment tasks

Each question relates to a specific AC. The AC being assessed is clearly outlined in the question, with the grading criterion being displayed after the question.

Learners must be encouraged to refer to the grading criteria throughout the assessment to ensure their answer fully meets this. This is especially important for learners hoping to achieve Merit and Distinction grades.

Evidence creation

Learners should use the answer booklet and use the space provided to answer questions. Where answers are typed or additional pages included, the learners name must be clearly visible and it must be clear which task the answer refers to.

Interpretation of the tasks and associated assessment criteria

Paper 1

This paper is not based on a topic or case study, learners may choose to refer to other businesses they are familiar with to illustrate their answer.

Learners must be able to demonstrate their ability to **describe** and **explain**.

AC 1.1

To achieve a Pass, learners must be able to **describe** Niche, Mass and Market orientated marketing.

Weaker responses were supplied for Niche and Market Orientated marketing, it's therefore clear that some learners have not been appropriately taught the full range. Learners must understand Mass, Niche, Product orientation and Market orientation as per the qualification specification - this has resulted in some Not Yet Achieved grades for this task.

Higher level responses included detailed descriptions, appropriate examples and some advantages and disadvantages of the terms showing comprehensive understanding.

AC 1.2

To achieve a Pass, learners must explain why businesses need marketing. Most learners were able to provide valid reasons. The bullet points give **additional** information learners may include in their answer if they're aiming for higher grades.

Higher level responses provided good explanations, showing some of the benefits of successful marketing, examples of successful marketing campaigns, and some consequences that can occur should the business or enterprise not market its products or services correctly.

Paper 2

This paper was based on a case study. When answering the questions, learners **must** refer to the case study - some learners answered the questions generically, resulting in a Not Yet Achieved.

Learners must be able to demonstrate their ability to **identify, compare, describe, explain** and **evaluate**.

AC 2.1

To achieve a Pass, learners must **identify** the target markets from the case study - most learners were able to do this.

Higher level learners provided reasons why these target markets are suitable for the business.

AC 2.2

To achieve a Pass, learners must be able to compare the different needs of the target markets. Some learners struggled to make comparisons, eg 'How does the needs of one target market compare to the needs of another?'

Higher level responses included good comparisons, showing that they understand the different needs of the target markets. The quality of the comparisons determines the grade.

AC 2.3

To achieve a Pass, learners must describe some of the methods used by Cake Cre8 to research their target market. Some learners answered this question generically - supplying a lot of knowledge of the benefits and drawbacks of primary and secondary research but with no reference to the case study.

As per the range statement, learners must understand primary and secondary research and the difference between quantitative and qualitative data and why both of these are needed. Some learners demonstrated little knowledge of the difference between quantitative and qualitative data.

Higher level learners were able to make critical judgments - examples included the advantages and disadvantages of the methods used by Cake Cre8 to identify the needs of their target market and an understanding of how these could be used more effectively.

AC 3.1

To achieve a Pass, learners must explain the marketing mix for Cake Cre8. Some learners answered this question generically, making no reference to the case study resulting in a Not Yet Achieved.

The bullet points explain **additional** information learners may include in their answer if they're aiming for higher grades.

Higher level responses included good explanations showing how the marketing mix is different for the separate elements of the business (pricing strategies used, type of product or service, how they're promoted and where they're placed). Ensuring the full range statement in the qualification specification is taught will help learners to do this.

AC 3.2

To achieve a Pass, learners must apply their knowledge of social media and the internet to explain the impact they can have on the promotion of Cake Cre8's products and services. The bullet points explain **additional** information learners may include in their answer if they're aiming for higher grades.

Higher level responses included good explanations showing the positive and negative impacts that social media and the internet can have on the promotion of Cake Cre8's products and services when compared to traditional methods.

AC 4.1

To achieve a Pass, learners must evaluate the effectiveness of the marketing methods used by Cake Cre8. They could discuss this in relation to the marketing mix or their market research.

The key term here is **evaluation**, eg how efficient and effective have these been? Have they delivered the desired results? What were the strengths and weaknesses?

Higher level learners were able to make critical judgments; examples of this included recommendations to show where improvements could be made and reference to other businesses that have used these methods effectively.

Planning in the external assessment

Centres are reminded to give due attention to the assessment windows of the external assessment. It's 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 at level 2. Centres are reminded that they are 'responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria of this qualification' as per page 6 of the NCFE Level 2 Certificate in Business and Enterprise (601/0048/5) qualification specification (Issue 4, October 2015).

Chief Examiner: Kelly Graham
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