

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

#### Assessment window: 10 October – 21 October 2016

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
- 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.

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#### 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.

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### Standard of learner work

There has been some great assessments submitted this window. Most learners have responded well to the paper and have interpreted the questions correctly.

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.

At Level 2 learners **must** be able to demonstrate skills such as: describe, explain, evaluate and compare as per the assessment criteria.

### Evidence of good practice:

- Most learners appear to be working at the right level and are well prepared for the assessment, demonstrating effective teaching and learning at this level and clear knowledge of the NCFE Level 2 Certificate in Business and Enterprise (601/0048/5) qualification specification.
- Most learners are attempting every question and higher performing learners are using the grading criteria to help them achieve the higher grades.

### Areas for improvement:

- There have been some weaker responses highlighting that some learners may not be working at the right level or are under prepared for the external assessment.
- In some cases learners are writing far more than is required, with an apparent focus on quantity over quality. In many cases the extended responses did not meet the assessment criteria and therefore did not improve the grades awarded.
- Some learners are focusing their answers on the Distinction element of the task before ensuring that they first cover the Pass and Merit criteria. Unfortunately this has resulted in some learners being awarded an NYA where in fact some of their answers were of a very high quality.
- Where critical judgement is required this has sometimes been written in the form of advantages and disadvantages, which were nearly always generic and not linked back to the case study. To demonstrate critical judgement learners must be able to **apply** their knowledge.

### Referencing of external assessment tasks

The assessment criteria are clearly visible for each task and 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.

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### 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 and learner number, and is securely attached to the assessment.

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### Interpretation of the tasks and associated assessment criteria

#### AC 1.1

There have been a number of great responses to this question and on the whole most learners have correctly described 3 of the 4 aspects. Higher-level learners are providing great examples to support their descriptions and have been able to describe some of the advantages and disadvantages of the chosen aspects.

Most learners have provided descriptions of mass and niche, however some learners are still confusing product and market-orientated marketing or describing them incorrectly. Learners must know about and be able to describe all 4 aspects of marketing.

The ability to provide examples of businesses using the different aspects can help to support their answer, as can the inclusion of advantages and disadvantages, demonstrating a greater understanding.

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### AC 1.2

Most learners have answered this question well, demonstrating their awareness of the importance of marketing. To achieve this AC, learners must be able to **explain** the importance of marketing.

Most learners were able to identify the benefits, however often the explanation and development of such benefits were repetitive.

Learners should be taught the benefits of marketing and the impacts successful marketing can have on a business and/or enterprise. For higher grades learners should be aware of some different successful marketing strategies/campaigns and be able to provide examples. They should also be aware and be able to give examples of marketing strategies/campaigns that have been unsuccessful or have not met the needs of the business.

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### AC 2.1

A range of target markets were discussed in this case study and most learners were able to **identify** a minimum of 4 and therefore achieved a Pass for this AC.

Some learners however struggled to demonstrate an awareness of why these target markets are suitable; this is required for the Merit criteria. To satisfy this AC learners must be able to identify from the case study how Harts, the business used in the case study, know their target markets are suitable (eg they gain regular business from a certain target market).

Learners who did not achieve this AC are unaware of target markets and were unable to identify a minimum of 4 target markets from the case study.

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### AC 2.2

For this AC learners must be able to make **comparisons**. Most learners have been able to identify 1 or 2 difference between the needs of the target markets; however it is the quality of the comparisons and the learner's ability to apply this to the case study that will help them towards achieving the higher grades.

Some learners did struggle with this AC. Learners must be taught how to make comparisons. They need to be able to demonstrate they are aware of the different needs of the different target markets eg:

- 'retailers require..... whereas supermarkets require.....' would be one comparison
- 'school children require ..... whereas families require....' would be another comparison.

Some learners are describing the services offered by Harts to their target markets rather than comparing the **needs** of the different markets resulting in an NYA for this AC.

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### AC 2.3

Most learners have been able to **describe** some of the primary and secondary research methods used by Harts. Many have also demonstrated a good understanding of how Harts have collected quantitative and qualitative data and shown an awareness of the difference between primary and secondary, and quantitative and qualitative.

Higher-level learners were also able to show **critical understanding** by evaluating the effectiveness of these methods by discussing some of the advantages and disadvantages, making suggestions and by identifying areas for improvement.

Some learners however are not demonstrating efficient knowledge of quantitative and qualitative data or how Harts have used this. Some learners were able to identify how Harts collected qualitative and quantitative data but were not able to explain why they did this.

Most learners were also able to give some advantages and disadvantages of primary and secondary research however this was often generic with no application to the case study. In some cases this resulted in learners not demonstrating the higher-level skills required to achieve the Merit and Distinction criteria.

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### AC 3.1

Most learners were able to **identify** the 4Ps from the case study, however to achieve higher grades learners must be able to describe the marketing mix in detail. The case study allowed many opportunities for learners to discuss the product life cycle, Boston Matrix and make perceptive comments on pricing; however some learners did not do this. Ensuring the full range statement in the qualification specification is taught will help learners to do this.

Learners must also be able to apply their knowledge to the case study.

The presentation of this answer could have also been vastly improved by taking one product and explaining its marketing mix and then another, for example learners could have discussed the marketing mix of the farm visits, then subsequently the marketing mix of the crisp element of the business.

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### AC 3.2

For this AC learners are required to **explain** the impact that social media and the internet has on the promotion of Harts. They may give examples of positive or negative impacts, but their responses must be in relation to Harts and promotion.

Some learners discussed some advantages and disadvantages of social media in general, with no application to the case study and therefore achieved a NYA for this AC.

To achieve a Merit grade for this AC, learners need to compare Harts' use of social media and the internet with their use of traditional methods. Some learners failed to do this successfully resulting in a Pass for this AC.

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### AC 4.1

Many learners achieved a Pass for this AC as they were able to evaluate both the market research and the marketing mix used by Harts, they have been able to state how effective these have been, their strengths and their weaknesses etc.

Some learners did not answer this question so well and struggled to make evaluative comments, these learners simply repeated what was stated in the case study without making a judgment in terms of how effective these methods had been. Some learners also confused market research and the marketing mix.

Learners who achieved the higher grades expanded on their answer to make **critical judgments**, about the success or failure of the marketing methods. They were able to suggest improvements that could be made to the market research and the marketing mix and support their recommendations with examples of other businesses that have used these methods successfully.

Weaker learners only stated 'where' the improvement could be made eg 'the promotion could be improved' rather than offering a recommendation. Where this was done these learners were unable to achieve the Merit criteria.

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### 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 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", as per the NCFE Level 2 Certificate in Business and Enterprise (601/0048/5) qualification specification issue 6, October 2016, page 7.

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