

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

Assessment window: 9 October – 20 October 2017

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.

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 all tasks in the external assessment must be invigilated and sat in accordance with NCFE's Regulations for the Conduct of External Assessment.

It's also important that the external assessment is completed 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

There have been some great assessments submitted this window. Learners are responding well to the new assessment layout.

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:

- 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 descriptors to help them achieve the higher grades.

Areas for improvement:

- Learners must attempt all tasks. Failure to do this will result in a Not Yet Achieved (NYA).
- All answers for Paper 2 must show application to the case study. Generic responses will not be awarded.
- Learners must read the question.
- Learners should be aware of the differing command words, e.g. identify, describe, explain, and the demands of each of these.
- 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.
- There are some instances where learners have been incorrectly taught. For example some learners are incorrectly describing the different aspects of marketing (Mass, Niche, Product Orientated and Market Orientated Marketing) or insufficient understanding of the marketing mix to enable them to apply and explain the marketing mix for one of TYGs products / services. Learners indicate in their rough notes that they know the 4Ps, this was not always applied to TYG.

- 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.

Regulations for the Conduct of External Assessment

Malpractice

There have been no issues of malpractice raised this assessment 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 to ensure that malpractice does not take place.

Maladministration

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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 meets them. This is especially important for learners hoping to achieve Merit and Distinction grades.

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 full 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

The responses for this assessment criteria (AC) this window have varied significantly. There have been a number of great responses where learners are providing very detailed answers to describe three of the four aspects of marketing as highlighted in the qualification specification. Higher-level learners are providing examples to support their descriptions and some of the advantages and disadvantages of the chosen aspects.

Although it is great to have detailed answers and this is not to be discouraged, some learners are writing too much. The space provided in the paper indicates the level of detail required. Learners aiming for higher grades should provide a correct definition of three of the four aspects, a correct example and a correct advantage and disadvantage for each aspect, demonstrating detailed understanding.

There have also been some weak responses, indicating that learners have not been taught the four aspects correctly. Some of the descriptions provided have been weak or incorrect, as are the examples and advantages and disadvantages used.

Some learners are also confusing Market Orientated and Product Orientated marketing.

It is important to note that learners must describe the three chosen aspects correctly in order to gain a Pass for this AC. Learners can choose three from Mass, Niche, Product Oriented and Market Orientated Marketing.

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 two correct reasons to **explain** the importance of marketing. Learners aiming for higher grades must also be able to justify their reasons. Most learners were able to identify the benefits,

however their explanation of such benefits lacked further understanding, required for the Merit criteria.

Learners should be taught the benefits of marketing and the impacts that successful marketing can have on a business and/or enterprise. For higher grades learners should be aware of some successful marketing strategies/campaigns and be able to provide examples. Learners hoping to achieve higher grades 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.

AC 2.1

A range of target markets were discussed in this case study and most learners were able to **identify** a minimum of three to achieve the Pass for this assessment criterion. There have however been examples where learners are providing examples of the products/services offered and not the target markets.

Many learners have also been able to identify from the case study how TYG know that the target markets identified are suitable for their business as required for the Merit criteria. For example, the opening hours for the men's salon has been extended due to heavy demand / 80% of women from socioeconomic groups A and B return and therefore these target markets must be suitable.

Target markets and justifications why these markets are suitable for TYG must be identified from the case study. No credit will be awarded for target markets not taken from the case study.

AC 2.2

Most learners have responded well to this question and have identified the needs of two of the target markets in the case study. They have also been able to compare how the needs of two target markets are similar and different in order to achieve higher grades.

Learners who have not achieved this assessment criterion are describing the products and services offered to the different target markets and not their needs.

This has also occurred in question 2c where learners are asked to explain how their needs are similar and different

AC 2.3

Many learners have been able to **describe** two of the research methods used by TYG and provide advantages and disadvantages of these methods and have achieved this assessment criterion. Learners must however ensure that they are giving the advantages / disadvantages of the methods for TYG rather than generic responses e.g. what were the advantages and disadvantages of TYG conducting secondary research?

Some learners are however confusing primary and secondary and quantitative and qualitative resulting in the award of a Not Yet Achieved (NYA) grade for this assessment criterion.

To achieve the higher grades learners must answer question 3b and recommend two ways in which TYG can improve their market research. To achieve this assessment criterion learners must suggest two improvements and explain how this could benefit the business. Learners must ensure that the improvements suggested are not already being done by TYG.

AC 3.1

Many learners were able to explain the marketing mix for one of TYG's products or services. To achieve this assessment criterion learners must explain the product, price, place and promotion for their chosen product or service. Learners working towards higher grades were able to explain this in more detail and show a greater understanding of why this marketing mix was being used by TYG for particular products/services.

Learners must make it clear in their answer if they are explaining price, place, promotion or product.

Learners aiming for a Distinction for this assessment criterion are required to correctly answer question 4b to explain the position of The Club and The Academy in the Boston Matrix. Many learners correctly placed The Club and The Academy however many explanations were weak and lacked perception. Learners must be able to use the case study to justify their decision and this must be more than a basic description of the matrix.

AC 3.2

Most learners were able to **explain** the positive and / or negative impacts of social media and the internet for promotion to achieve this assessment criterion. Learners who did not achieve this assessment criterion explained the positive impact with regards to market research not promotion.

Some learners gave positive and negative impacts that could also be applied to other methods of promotion and were not unique to social media or the internet.

To achieve a Merit grade for this assessment criterion, learners needed to compare the use of social media and the internet for promotion to traditional methods of promotion. This must be more than a simple statement and show that the learner understands how one compares to the other.

AC 4.1

Many learners were able to explain what went well and what did not go well in terms of TYG's price and promotion and achieve a Pass for this assessment criterion.

Weaker responses however related to price as some learners discussed promotional methods rather than price. Learners must also be able to support their answer.

Learners hoping to achieve higher grades needed to correctly answer questions 5b and 5c. Many learners were able to suggest two good improvements TYG could make to their marketing mix, providing reasons for their suggestions. Some learners however suggested things that were already being done by TYG and as a result this could not be awarded. Many learners were also able to explain why one of their suggestions for improvement would not be successful for TYG, showing critical judgement.

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 8, December 2017, page 6.

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Date: December 17