

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

#### Assessment window: February 2018

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
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- Planning in the external assessment.

**It is important to note that learners should not be entered for the external assessment until they have taken part in the relevant teaching of the unit to ensure they are suitably 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.

It is 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 still appears to be suitable.

### Standard of learner work

There have been some very strong assessments submitted this window. Learners are responding well to the new assessment layout. The layout for paper 1 was also changed this window.

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 excellent 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.
- Learners working at the correct level and most 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 target the Pass criteria for each AC. 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 Task 6 of this paper learners were asked to explain the impacts that social media and the internet can have on any business when promoting products and services, therefore for this question generic answers are accepted.
- Learners should be aware of the differing 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 for marking. There have been some instances where sheets appear to be missing.
- There have been some weak responses 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.

- 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)
  - some learners have an insufficient understanding of the marketing mix to enable them to apply and explain the marketing mix for the case study.
- 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.

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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 to ensure the integrity of the qualification and that malpractice does not take place.

#### Maladministration

There have been very few 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.

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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 they are fully met in their responses.

The paper has been designed to incorporate higher-level questions, therefore 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 as a minimum to achieve this outcome.

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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, learner number and the task the evidence relates to, and is securely attached to the external assessment paper.

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### Interpretation of the tasks and associated assessment criteria

#### AC 1.1

The responses for this AC this window have varied significantly. There have been a number of strong responses where learners are providing very detailed answers to describe 3 of the 4 aspects of marketing, 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 good to see such 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 3 of the 4 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 4 aspects correctly. Some of the descriptions have been weak or incorrect, as are the examples and advantages and disadvantages used. Learners should avoid the use of comparative words such as 'larger' or 'smaller.'

Some learners are still confusing Market and Product Orientated marketing. There are also examples where learners are describing mass production rather than mass marketing.

It is important to note that learners must describe 3 chosen 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.

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### AC 1.2

#### 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. commuters, professional cyclists, students etc. There have however been examples where learners are providing examples of the products/services offered e.g. Bike repairs and not the target markets.

Many learners have also been able to identify from the case study how Rey knows that the target markets identified are suitable for her business as required for the Merit criteria. For example, she sells more bicycles to commuters than any other customer group. Some learners however are simply describing the products and services available to the target market and therefore not accessing the Merit criteria.

Target markets and justifications why these markets are suitable for Rey's business must be identified from the case study. No credit will be awarded for target markets not taken from the case study e.g. parents.

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### 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 e.g. commuters need a high quality and reliable bike. 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 different target markets and not their needs e.g. professional riders will pay high prices.

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### AC 2.3

Many learners have been able to **describe** 2 of the research methods used by Rey and provide advantages and disadvantages of these methods. Learners must however ensure that they are giving the advantages / disadvantages of the methods for the research method identified e.g. what are the advantages and disadvantages of the Facebook survey?

Some learners are still confusing primary and secondary, and quantitative and qualitative, resulting in a NYA for this assessment criterion. Some learners have suggested that sending staff member to a competitor's shop is an example of secondary research, or that statistics gathered from the internet is an example of primary research.

Higher-level learners must answer question 3b and recommend two ways in which Rey can improve her market research. To achieve this, learners must give two improvements and explain how this could benefit the business. Learners must ensure that the improvements suggested are not already being done by Rey and that they are improvements to her market research, not her marketing mix.

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### AC 3.1

Many learners were able to explain the marketing mix for Rey's bike repair service. To achieve this assessment criterion learners must explain the product, price, place and promotion for the bike repair 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 Rey.

Some learners were discussing the business as a whole, rather than the repair service, as requested in the question. Some learners were incorrectly explaining place as the location where the hangtags were distributed.

Learners aiming for a Distinction for this AC are required to correctly answer question 4b and 4c to explain how and why the promotional element of the marketing mix will be different for the repair service and for the professional racing bicycles she sells. Learners must be able to use the case study to justify their response and this must be more than a basic description. Learners may also find it useful to reference their answer to part b when answering part c.

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### AC 3.2

Most learners were able to explain 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.

To achieve a Merit grade for this assessment criterion, learners need 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. They must also state the traditional method they are making the comparison with e.g. leaflets, billboards etc.

### AC 4.1

Many learners were able to explain what went well and what did not go well in terms of Rey's place and promotion and achieve a Pass for this assessment criterion. Some weaker responses give promotion as an answer for place, which was not awarded.

Learners hoping to achieve higher grades for this assessment criteria needed to correctly answer questions 5b and 5c. Many learners were able to suggest two good improvements Rey could make to her marketing mix and give valid reasons for their suggestions. Some learners however suggested things that were already being done by Rey and as a result this could not be rewarded. Other learners gave improvements that were invalid such moving to a retail park to avoid road works. This is not a valid answer as road works can happen anywhere.

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.

Many learners were able to explain why one of their suggestions for improvement would not be successful for Rey, showing critical judgement.

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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 is not advisable for learners to sit the external assessment too early in their course, as they must have received the relevant teaching to ensure they are well prepared.

Centres must also ensure that their learners are working to a Level 2 standard to be entered onto the Level 2 qualification. 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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**Date:** April 2018