

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

#### Assessment window: October 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- V Certs
- 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 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](#)

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 appears to be suitable.

### Standard of learner work

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 who are working at the correct level 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 is the target for 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 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 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.
- Where responses are word processed, the centre must ensure that all sheets are printed and returned to NCFE for marking. There are some instances where sheets appear to be missing and there have been some instances in this window where an overall NYA has been awarded due to missing printouts.

- Where responses are word processed the learner must ensure they make it clear which question their answer is relating to.
- There have been some weak responses and some weak batches 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, showing little/no understanding of the question.
- 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) when answering AC1.1. There has also been examples where learners have incorrectly explained price for AC3.1.
  - When answering AC3.1 learners should relate this to the sector of the business specified in the question. In this paper it was the car wash in the supermarket car park.
- 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. Some additional sheets however were applicable.

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### Regulations for the Conduct of External Assessment- V Certs

#### 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. Some examples raised were identical responses across batches or learners and in some instances the identical responses were all incorrect. There have also been instances where learners are writing the same improvements for AC2.3 and recommendations for AC4.1.

#### Maladministration

There have been no 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 - V Certs to ensure the integrity of the qualification and that maladministration does not take place.

### 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 fully meets this. The paper has been designed to incorporate some higher-level questions, 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.

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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 great 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.

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 and there have been many instances where learners have discussed mass production rather than mass marketing or described niche marketing as a small business. When describing the aspects learners should avoid the use of comparative words such as 'larger' or 'smaller.' Out of all aspects niche was the aspect that derived the weakest responses.

Some learners are still confusing Market and Product Orientated marketing.

When providing examples, some examples of niche have been weak.

Learners aiming for higher grades must give an advantage and disadvantage of 2 aspects. There are some instances where learners are simply describing the aspect again rather than supplying an advantage and disadvantage. There are also instances where the advantages and disadvantages provided are incorrect or insufficient. Learners should make it clear why this is an advantage/disadvantage.

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. Some learners are describing target marketing, as this has not been asked as part of the question, this has not and will not be accepted.

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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 assessment criterion, learners must give at least 2 correct reasons to **explain** the importance of marketing. Learners aiming for higher grades must justify their reasons. Higher level learners have been able to sufficiently provide benefits **for the reasons identified** to secure the Merit grade.

Learners aiming for a Distinction need to discuss the consequences of unsuccessful marketing campaigns. They should be able to give examples of marketing strategies/campaigns that have been unsuccessful or have not met the needs of the business and the consequences that this has had for the business/enterprise. Consequences require an explanation that is more than the reverse of the reason/benefit.

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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 3 to achieve the Pass for this assessment criterion e.g. customers of the supermarket, local business owners, second hand car dealerships etc. Where learners have provided an example of the service offered e.g. car wash, mobile service etc **this has not been accepted as these are not target markets.**

The target markets must relate to the case study, there have been some instances where generic target markets have been identified e.g. middle aged women, students. These responses have not been accepted.

Many learners have also been able to identify from the case study how Joe knows that the target markets identified are suitable for his business as required for the Merit criteria. For example, he receives many positive reviews from the customers who use the supermarket car wash service.

Where learners have described the products and services offered this has not been accepted as this does not justify how Joe knows his target markets are suitable for his business.

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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. Local businesses require a high quality service. 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 services offered and not the needs of the different target markets e.g. Joe visits the local businesses twice a week.

Most learners have been able to state how the needs of two target markets are similar however they have found comparing how their needs are different more challenging. An acceptable response would be 'Local businesses want their car to be waxed as part of the service whereas car owners at the local supermarket do not require this'.

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### AC 2.3

Many learners have been able to **describe** 2 of the research methods used by Joe 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 the research method identified e.g. what were the advantages and disadvantages of the visiting Jane's car wash?

Some learners are still confusing primary/secondary and quantitative/qualitative resulting in a NYA for this assessment criterion. Other learners are being too vague in their response e.g. he used the internet. They must state how/why he used the internet.

Higher-level learners must answer question 3b and recommend **two** ways in which Joe can improve his market research, recommendations must be specific, for example what are they recommending and why/how will this be a benefit for Joe. It is not sufficient to state he should carry out more primary research. Improvements must also be valid to Joe's business.

Some learners have provided improvements Joe could make to his promotion or other elements of the marketing mix which has not been accepted. Learners must also ensure their suggestions are not already being done by Joe.

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### AC 3.1

Many learners were able to explain the marketing mix for Joe's Supermarket car wash service, explaining his product/service, price, place and promotion. Learners who achieved a Merit were able to explain this in more detail and show a greater understanding of **why** this marketing mix was being used by Joe.

Some learners however were discussing the business as a whole, rather than the Supermarket car wash service, as requested in the question. Some learners were also incorrectly explaining price. Explaining pricing strategies not used by Joe for his Supermarket car wash service. Learners must also avoid the use of cheaper, more expensive etc.

Learners must make it clear in their answer if they are explaining price, place, promotion or product eg Joe used competitive pricing for the price element of the Supermarket car wash service. The product/service Joe offered to his customers was a hand car wash service. The use of headings may help learners to structure their answer.

Learners aiming for a Distinction for this AC are required to correctly answer question 4b and 4c to identify the correct stage in the product life cycle for Joe's hand car wash service and office cleaning service and explain why. To achieve this learners must be able to use the case study to justify their response and this must be more than a basic description.

Many learners failed to identify the correct stage for the hand carwash service.

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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.

There were still some learners who explained the positive impact of social media and the internet in terms of market research or explained the positive impacts from a customer's perspective rather than a business. Where this was the case a NYA was awarded.

To achieve this AC learners must also ensure their answer is unique to social media and the internet and not a positive and/or negative impact that could also be applied to other methods of 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 e.g. why is it beneficial for a business to use social media and the internet to promote their business over a traditional method such as the radio?

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### AC 4.1

Many learners were able to explain what went well and what did not go well in terms of Joe's price and promotion and achieve a Pass for this assessment criterion. However where this was not achieved it was mainly due to their misunderstanding of price. For price they could have explained why penetration pricing did not go well for the office cleaning service or why price skimming was effective for the service he offers to the second hand car dealership.

It is important that learners explain the impact eg for promotion; why was the cinema advert unsuccessful?

Learners hoping to achieve higher grades needed to correctly answer questions 5b and 5c. Many learners were able to suggest two good improvements Joe could make to his marketing mix and reasons for their suggestions. Some learners however suggested things that were already being done by Joe and as a result, this could not be awarded. Other learners gave improvements that were invalid or were too vague eg Joe should use more social media is too vague.



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 eg Joe should raise his prices for the Supermarket car park service.

Many learners were able to explain why one of their suggestions for improvement would not be successful for Joe, 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 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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