

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

Assessment window: Spring 2019

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's important to note that learners shouldn't 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.

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 NCFE Regulations for the Conduct of External Assessment.

Few problems were identified with the administration of the external assessments in this window and most learners have taken the allocated 5 hours to complete the assessment.

Standard of learner work

This assessment used a case study on which the questions were based. At Level 2, learners must be able to **apply** their knowledge, 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.

Many learners are working at the correct level and many are attempting every question. Where learners are attempting every question, many are accessing higher grades.

Areas for improvement:

- Learners must answer all tasks. The first part of each task must be answered as this targets the Pass criteria for each AC. Failure to do this will result in a NYA.
- There are some instances where candidates have not attempted every task, limiting their outcome to an NYA
- Answers for paper 2 must show application to the case study, unless specifically indicated in the question.
- Learners must read all questions and be aware of the differing command words, e.g. identify, describe, explain, and the relevant 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. Any missing pages will result in an NYA.
- Where responses are word-processed the learner must ensure they make it clear which question their answer is relating to.
- Some learner responses are 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 typically not answering all questions or are answering incorrectly, showing little to no understanding of the question.
- There are some instances where learners have been incorrectly taught. For example some learners are insufficiently or incorrectly:

- o describing the different aspects of marketing (Mass, Niche, Product Orientated and Market Orientated Marketing) when answering AC 1.1
 - o explaining all 4 aspects of the marketing mix for AC 3.1
 - o describing Rima's use of primary, secondary, qualitative and quantitative research for AC 2.3
 - o comparing the identified positive impact of social media with traditional methods of promotion for AC 3.2, required to achieve the merit criteria.
- 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- V Certs

Malpractice

There have been instances of malpractice highlighted by examiners in this assessment window. It is imperative that centres and learners adhere to the Regulations for the NCFE Conduct of External Assessment to ensure the integrity of the external assessment and that malpractice does not take place.

Maladministration

Instances of maladministration raised this window were rare, 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.

Centres are reminded that Task 1 is a fixed date and time external assessment, and details can be found in the assessment windows document. Any assessment variations and reasonable adjustment requests must be made in advance of the external assessment, in line with our published timescales.

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 higher-level questions, and learners hoping to achieve Merit and Distinction grades must attempt all parts of a question and refer to the grading criteria.

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.

Interpretation of the tasks and associated assessment criteria

AC 1.1

The responses for this AC during this window have varied significantly. Some learners are providing very detailed answers to describe 3 of the 4 aspects of marketing from mass, niche, product orientated, and market orientated, and including correct examples to support their descriptions. However, some responses are noticeably weaker and show limited or insufficient understanding of the different aspects. Niche is often answered particularly poorly, and there are still instances where learners are describing mass production rather than mass marketing, and some learners are still confusing market and product orientated marketing. There are also instances where incorrect examples have been provided.

When describing the aspects learners should avoid the use of comparative words such as 'larger' or 'smaller.'

Higher-level learners are providing valid advantages and disadvantages of the chosen aspects, however there are instances where these advantages and disadvantages are incorrect or an extended definition rather than an advantage or disadvantage. Learners should make it clear why this is an advantage or disadvantage.

It is important to note that learners must describe 3 aspects correctly in order to achieve 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.

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 explain why this will be a benefit for a business. Learner must also avoid giving the same benefit for each reason provided.

Learners aiming for a Distinction need to discuss the consequences of unsuccessful marketing campaigns.

Many learners this window have supported their answers with good examples of marketing strategies and campaigns that have been unsuccessful or have not met the needs of the business. However, their example must be supported with an explanation of the consequence that this has had for the business or enterprise. Consequences also require an explanation that is more than the reverse of the reason or benefit.

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. local bakeries, hotels, vegans, people on an above average income etc. However, there are still instances where answers include products or services e.g. cheesecakes, chocEX etc. These responses have not been accepted for the Pass criteria resulting in an NYA.

There have been some instances where generic target markets have been identified by learners e.g. women, children. These responses have not been accepted. The target markets must relate to the case study,

Many learners have also been able to identify from the case study how Rima knows that the target markets identified are suitable for her business as required for the Merit criteria. For example, she receives many positive reviews from the customers, her sales have increased etc. Some learners however discussed how the needs of the target markets were satisfied, which were not accepted.

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 bakeries require a high quality cheesecake, delivered daily and in attractive packaging. They have also been able to compare how the needs of two target markets are similar and different in order to achieve higher grades e.g. local bakeries and hotels want a high quality cake. Bakeries however require a delivery daily and attractive packaging whereas hotels require a delivery weekly and strong packaging.

Where learners have described the products offered and not the needs of the different target markets this has resulted in an NYA e.g. stating ChocEX are high quality chocolates.

AC 2.3

Many learners have been able to describe 2 of the research methods used by Rima to research her target market. Where the learner has not specifically stated the research method used (e.g. she has found out about market data and not stated that she used Mintel reports to discover this) an NYA has been awarded.

Some learners are still confusing primary and secondary, and quantitative and qualitative, resulting in a NYA for this assessment criterion.

Most learners are sufficiently providing advantages and disadvantages of their 2 selected research methods. However, some responses are insufficient, and further describe the method rather than stating the advantages and disadvantages. e.g. what was the disadvantages of Rimas use of comment cards?

To meet the Distinction criteria for this AC learners must answer question 3b and recommend **two** ways in which Rima can improve her market research. Recommendations must be specific, for example what are they recommending and why or how will this be a benefit for Rima. It is not sufficient to simply state she should carry out more primary research. Improvements must also be valid to Rima's business.

Some learners are still providing improvements Rima could make to her promotion, or other elements of the marketing mix, which are not sufficient to meet the Pass criteria.

Learners must also ensure their suggestions are not already being done by Rima.

AC 3.1

Many learners were able to explain the marketing mix for Rima's ChocEx brand, explaining her product, service, price, place, and promotion. Some learners however were not specifically explaining the marketing mix of the ChocEx brand and incorrectly including elements of the cheesecake or chocolate cake products.

Learners who achieved a Merit were able to explain this in more detail and show a greater understanding of why this marketing mix specifically was being used by Rima e.g. she used her website to promote her business as 95% of new customers come from website.

The weaker element explained was price, and learners must avoid the used of cheaper, more expensive etc.

Learners must make it clear in their answer if they are explaining price, place, promotion or product. The use of headings could help learners to structure their answer.

Learners aiming for a Distinction for this AC are required to correctly answer question 4b and 4c to Place Rima's vegan chocolate brand, ChocExND in its correct segment in the matrix and explain their reason. Many learners answered this well.

AC 3.2

Most learners are 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 that of a business. Where this was the case an 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 with 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?

AC 4.1

Many learners were able to explain what went well and what did not go well in terms of Rima's price and product and achieve a Pass for this assessment criterion. Where this was not achieved their explanations were insufficient or not taken from the case study. To achieve this AC it is important that learners explain the impact e.g. for price; why was the penetrative pricing unsuccessful?

Learners hoping to achieve higher grades needed to correctly answer questions 5b and 5c. Many learners were able to suggest two good improvements Rima could make to her marketing mix and give reasons for their suggestions. Some learners however suggested things that were already being done by Rima or that were invalid or unlikely to succeed and as a result this could not be awarded. e.g. stating simply that Rima should use more social media is too vague. To

achieve this they would need to state which social media methods she should use more and why.

A weaker 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 e.g. why opening a shop may not be successful for Rima.

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.

Chief Examiner: Kelly Graham

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