

## OCR-set Assignment

## Assessment Material



OCR Level 1 / 2 Cambridge National Certificate in Enterprise and Marketing

Unit R066: Market and pitch a business proposal

Progress Ahead Business Challenge (Use from September 2020)

### **Please note:**

**This OCR-set assignment is to be used to provide evidence for the unit identified above.**

**Centres must not change any aspect of this assignment.**

### **INSTRUCTIONS TO TEACHERS**

**The OCR administrative codes associated with this unit are:**

- unit entry code R066
- certification code Certificate J819

**The qualification numbers associated with this unit are:**

- unit reference number F/615/2812
- qualification reference(s) 603/0646/4

**Duration: Approximately 15–20 hours**

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## OCR-set Assignment

### Information for Learners

OCR Level 1 / 2 Cambridge National Certificate in Enterprise and Marketing

Unit R066: Market and pitch a business proposal

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# General information for learners

## Q What do I need to do to pass this assignment?

- A You need to produce evidence that meets the marking criteria requirements for the unit to which this assignment relates.

OCR has produced marking criteria grids for this unit, which your teacher may provide for you. The marking criteria grids detail the requirements of each mark band, helping you to understand the requirements for achievement of the different mark bands. Your teacher will apply the band descriptor provided in the marking grids that most closely describes the evidence you have submitted for assessment.

## Q What help will I get?

- A Your teacher will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your teacher information about how much support they can give you.

## Q What if I don't understand something?

- A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your teacher.

## Q I've been told I must not plagiarise. What does this mean?

- A Plagiarism is when you take someone else's work and pass it off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

**Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.**

## Q What is referencing and where can I find out more information about it?

- A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it and is likely to be seen as plagiarism. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

**Q Can I work in a group?**

A All work submitted for assessment must be your own, individual work. Your teacher can advise you on where it may be possible to work in a group.

**Q Does my work for each task need to be in a particular format?**

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your teacher can advise you.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your teacher.

**Q Can I ask my teacher for feedback on my work?**

A Yes, but they can't give you detailed feedback.

We have given your teacher instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you, and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required. Your teacher can explain the difference between a description and an evaluation. It's then up to you to decide if you feel your work meets the requirements for an evaluation. If you think it needs to change you need to change it for yourself.

**Q When I have finished, what do I need to do?**

A You should make sure your work is labelled, titled and in the correct order for assessing.

If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised). Your teacher will tell you how to do this. You don't need to do this for information contained in references.

Hand in the work that you've completed for each task to your teacher. They might ask to see your draft work, so please keep your draft work in a safe place.

**Q How will my work be assessed?**

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the marking criteria grids to decide which mark band your work meets. The marking criteria grids are detailed in each unit and included in the assignment booklet. Please ask your teacher if you are unsure what the marking criteria are for this assignment.

# Scenario for the Business Challenge

'Progress Ahead' buyers want to know why they should stock your hat design. You intend to submit a tender proposal for your product. Your proposal should contain:

- Details of your hat design.
- Your brand identity.
- Your pricing recommendation.
- A proposed promotional plan.

All proposals will be subject to a business pitch.

# Your Tasks

**You must have completed the OCR-set assignment for R065 before you start this assignment. Read through all the tasks carefully, so that you know what you will need to do to complete this assignment.**

‘Progress Ahead’ is looking to expand its accessories range to include a new range of hats, and you will have already created a hat design proposal in Unit R065.

You are now ready to develop a brand for your proposal, make recommendations for its marketing and prepare a pitch to present to a decision-making panel which includes the manager and deputy manager of Progress Ahead. This pitch must be delivered to ‘sell’ your idea to the panel in a way that persuades them that they should stock your hat design.

It would be useful to include an introduction which includes customer profile, summary of market research findings and final hat design from the work you did in R065.

## Task 1: Develop a brand identity and promotional plan to target your customer profile

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All of Learning Outcome 1 is assessed in this task.

You have been asked to develop a brand identity and promotional plan for your product proposal to enable the organisation to decide whether to stock it over rival products. You may present your work in any combination of suitable formats e.g. sketches, storyboard, Gantt chart, mind map, written report. A written report may be the most appropriate format of evidence where explanations, justifications, assessments etc are required.

In your own words, present a brand identity and promotional plan for your hat:

### Part 1 – Develop a brand for your product

**You must:**

- Explain why businesses use different branding methods and techniques, using examples.

**For your product proposal you must:**

- Explain the key factors you need to consider when developing your brand identity.
- Create a brand identity for your hat using **TWO or THREE** branding methods or techniques, **ONE** of which must be a logo. You may present your ideas in any suitable format, e.g. presentation, sketches, mind map, written description.
- Justify the likely success of your brand identity with reference to your target customer profile research findings from Unit R065.
- Justify the combination of methods or techniques you have chosen to create your brand identity.

## Part 2 – Develop a promotional plan for your product

### You must:

- Explain the promotional objectives for your hat.
- Create a promotional mix for your hat. You must choose at least **THREE** different promotional methods – these may be digital, traditional or a combination of the two.
- Explain how the promotional methods you have chosen are appropriate for promoting your new hat.
- Explain how the different methods complement each other and appeal to the target customer profile that you identified within your work for Unit R065.

**Total marks for Task 1: 18 marks**

## Task 2: Develop a pitch for your proposal

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All of Learning Outcome 2 and part of Learning Outcome 3 are assessed in this task.

You have been asked to prepare a pitch for delivery to a decision-making panel who will decide whether or not to stock your product over rival products. In your pitch you need to include the following, with justification where appropriate:

- Details of your product design.
- Your brand identity.
- Your pricing recommendation.
- Your proposed promotional plan.
- Any other relevant information.

As this pitch is important to secure the future success of your product, you are to plan and carry out a practice pitch to support the development of the professional pitch to the panel.

### Part 1 – An explanation of the factors you must consider when planning for a pitch (LO2)

#### You must:

- Explain the factors that you need to take into account when planning to deliver a pitch, i.e.
  - venue
  - audience
  - objectives
  - use of appropriate media
  - personal appearance.
- Convince your audience that your product design will be successful, produce resources/ supporting materials which include:
  - Structure of pitch.
  - Script for pitch, e.g. cue cards, presentation notes.
  - At least **ONE** supporting visual aid, e.g. presentation slides, flip chart.
  - At least **ONE** support material that you could use, e.g. handouts, props, mood board from Unit R065, advert storyboard/mock-ups.
  - Consideration of possible questions from the audience, with possible responses that you could give to the questions.
  - Any other relevant information.

**Part 1 (LO2): 9 marks**



**Part 2 – Carry out a practice pitch (LO3)****You must:**

- Carry out a practice pitch in front of an informal, supportive audience.
- Watch the presentation of at least **ONE** of your peers to provide support, ask relevant questions and offer feedback. You will need to provide evidence of the support you have given, including the written feedback that you gave to your peer. Your feedback must help your peer develop their pitch further.

**Following the practice pitch, you must:**

- Use the feedback received from members of the audience and your thoughts to:
  - Reflect on, review and refine your pitch plan and supporting materials.
  - Develop your personal pitching skills in preparation for your professional pitch to an external panel.
  - Demonstrate the changes that you have made following the feedback from the practice pitch, e.g. annotate the visual aids/script/handouts and other support materials prepared for the practice pitch to show the changes made.

**Part 2 (LO3): 6 marks****Total marks for Task 2: 15 marks****Task 3: Pitch your business proposal to an audience**

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Part of Learning Outcome 3 is assessed in this task.

- Following the practice pitch delivered in Task 2, you must pitch your proposal to a professional decision-making panel (an audience of at least **TWO** independent witnesses). Your pitch should last approximately 5–10 minutes.

In your professional pitch you must demonstrate:

- Confident/professional presentation skills.
- Time management skills.
- The use of appropriate media/visual aids/supporting materials.
- That you have tailored your pitch to meet the needs of the audience.
- Persuasiveness to encourage your audience to stock your product.
- An ability to answer questions asked by your audience.

For this task the types of format of evidence may vary but must include evidence of the pitch (including visual aids and supporting materials), and the OCR Professional Pitch Witness Statement Form.

**Total marks for Task 3: 15 marks**

## Task 4: Develop a proposal for a business challenge

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All of Learning Outcome 4 is assessed in this task.

Now you have delivered your professional pitch, you must reflect on the whole experience.

### You must:

- Review both your pitching skills and the contents of your business proposal. Within your reviews you may use a range of sources of evidence. These must include:
  - Self-assessment.
  - Feedback from others.
  - Your personal reflections following the practice and professional pitch.

### Part 1 – Carry out a review of your pitching skills

- Review your own performance, after having completed a professional pitch, explaining relevant strengths and areas for development. Your review must include the following aspects:
  - Verbal (e.g. clarity, tone of voice, voice projection, formal/informal language).
  - Non-verbal (e.g. body language, posture, eye contact, confidence, visual aids, gestures).
  - Visual aids (e.g. design, amount of content, appropriateness).
  - Time management.
  - Answering questions.
  - Value of rehearsing and practising your pitch.

Copies of peer feedback and professional pitch witness statements from the audiences at the practice and professional pitches will be included in the evidence for Tasks 2 and 3 of this unit, but should also be referred to within this task.

### Part 2 – Carry out a review of your business proposal

- Review your business proposal, explaining relevant strengths and areas for development. Your review must include the following aspects:
  - Nature/design of product (Unit R065, Tasks 3 and 4).
  - Relevance and appeal to customer profile (Unit R065, Tasks 2, 3 and 4).
  - Brand identity ideas (Unit R066, Task 1).
  - Promotional plan (Unit R066, Task 1).
  - Pricing strategy (Unit R065, Task 5).
  - Costs/budget for your product (Unit R065, Task 5).
  - Likely success of your product (Unit R065, Task 5).

**Total marks for Task 4: 12 marks**

## OCR-set Assignment

### Information for Teachers

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# Guidance on using this assignment

## 1 General guidance

- 1.1 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing centre assessed units.
- 1.2 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

## 2 Before carrying out the assignment

- 2.1 **Learners must have completed the OCR-set assignment for Unit R065 before they can start this OCR-set assignment.**
- 2.2 Learners will need to have access to their completed evidence for Unit R065 prior to undertaking the assessment tasks in this assignment.
- 2.3 Learners should be provided with a copy of the *Information for Learners* section of this assignment.

## 3 During the assessment

- 3.1 We have estimated that it will take approximately 12–15 supervised hours to complete all tasks. Learners will need approximately:
  - 5–6 hours to complete Task 1
  - 3–4 hours to complete Task 2
  - 1 hour to complete Task 3
  - 3–4 hours to complete Task 4
- 3.2 These timings are for guidance only but should be used by you, the teacher, to give learners an indication of how long to spend on each task. You can decide how the time can be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

## **4 When completing the assignment and producing evidence**

- 4.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 4.2 You may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for you to provide answers, to provide writing frames or templates, to work through answers in detail or to detail specifically what amendments should be made.
- 4.3 Learners may use information from any relevant source to help them produce evidence for the tasks.
- 4.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times and that plagiarism is avoided.
- 4.5 We have specified what evidence the learner is expected to produce and given examples of the format it could take. The learner can use a different, appropriate format unless we state they must not. The format should be the most appropriate for the purpose of, and target audience for, each individual task. We would not expect to see identical formats of evidence generated by entire cohorts of learners.

**We advise you read Section 5 of the specification, which includes further guidance on authenticity and providing feedback.**

## **5 Presentation of work for marking and moderation**

- 5.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to Appendix B in the specification for guidance on the production of electronic evidence.
- 5.2 Encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag. Excessive use of plastic wallets for presentation of evidence can hinder the assessment process.

## **6 Conditions for using this OCR-set assignment**

**You must not change any aspect of the OCR-set scenario or tasks.** The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks.

Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by OCR.

## 7 Specific guidance on the tasks

**Learners will need to have access to their completed evidence for Unit R065 prior to undertaking the assessment tasks in this assignment.**

The tasks have been designed to enable learners to understand why branding is used, and the key factors to consider when developing a brand and promotional plan to support the successful launch of a new business proposal. Learners will also develop knowledge, understanding and skills to prepare a pitch for their business ideas, which will be delivered to an external audience.

Learners may wish to keep an optional reflective diary or log throughout the completion of this unit. In the diary/log, they could write about things that have gone well, and what has not gone so well. This optional diary/log may help them to complete the overall review in Task 4. However, this log will **not** be assessed.

Learners should present their work in an orderly fashion with clear headings/sub-headings and page numbering.

Learners may find it helpful to start their work for unit R066 with an introduction, to outline the findings from Unit R065, to help set the scene for the reader and remind the learner of these key points. This introduction could include a description of the customer profile, summary of the market research findings and picture/sketch/description of the pizza recipe.

The work for Task 1 relates to the branding and promotional considerations for a new product, as detailed in LO1 of the specification. Learners will use real business examples to explain why different branding methods and techniques are used. They will use 2–3 branding methods or techniques to create a brand identity for their business proposal and assess its likely success, with reference to the customer profile they identified for their product in Unit R065.

Task 1 also requires learners to explain the promotional objectives for their product, and describe at least 3 promotional methods that they would recommend to help achieve the objectives. They will explain how the methods complement each other and how they would appeal to the customer profile they identified for their product in Unit R065.

The work for Task 2 assesses LO2 and some of LO3. Learners should plan a pitch for their business proposal. They will need to show that they have planned for all aspects of a pitch, including the venue, the audience, the objectives, the media required and their appearance. While it is accepted that teachers may arrange a room within the school building for delivery of the professional pitches, it is important that learners have considered all features of the venue (including location) were they to have the freedom of choice regarding this aspect. They will evidence the intended: structure of their pitch, script for the pitch, at least one visual aid and have anticipated and prepared for a number of potential questions from the audience. Answers to potential questions should be prepared. Any other support material used should also be evidenced.

As part of their planning, learners should present a practice pitch to a ‘supportive’ audience of their peers. The learner will then reflect on the comments received to further refine their pitch ready for the formal presentation. Those giving feedback on the practice pitch in Task 2 should use the Practice Pitch Feedback Form supplied in this assignment for that purpose.

As Task 2, Part 1 assesses LO2, and Task 2, Part 2 assesses part of LO3, the breakdown of marks has been indicated against the task parts. This should allow for ease of comparison and assessment when using the marking grids.

Task 3 is a practical task and assesses part of LO3. Learners will pitch their business proposal to an external panel. The **panel** needs to be independent, i.e. not their class teacher of this qualification,

and must consist of a **minimum of 2** people. Panel members may include external commercial contacts, School Leadership Team (SLT), governors, other teachers or teaching assistants. The pitch should last **between 5 and 10 minutes**, with 5 extra minutes to answer questions from the audience if required. Given that the observation of all pitches will take up some time dependent on class size, it is important that teachers plan both the room logistics and personnel requirements well in advance of the time that these will be taking place. Panel members will also need some form of briefing before observations of professional pitches take place.

Teachers must complete a witness statement for each learner to act as evidence for their **professional** pitch, using the Professional Pitch Witness Statement Form supplied in this assignment. Recordings and visual aids would also act as a good supporting form of evidence (e.g. recordings/photos of the learners presenting their pitches). The teacher will formally assess the pitch (Task 3) and their grading decision is final. Feedback/comments from the panel should be considered but should not override the teacher's decision.

All bullets within each task should be evidenced.

**For the purposes of assessment, the following terms apply:**

**Script for pitch** – Learners should produce a full script detailing what they intend to say during their pitch. This is to aid assessment by you; learners should **not** read directly from the script when delivering the pitch.

**Structure of pitch** – This refers to topics, order, timings etc. Learners should evidence that they have considered the structure of their pitch. For example, this may be via an annotated script.

**Visual aid** – This is any aid employed by the learner to help the audience visualise their ideas (e.g. PowerPoint presentation, photographs, handouts).

The work for Task 4 assesses LO4. Learners should reflect on both their pitch and overall business proposal and review what they have learnt during the development of each.

They should use self-assessment, feedback from others and personal reflections to review the strengths, and areas for development, of their own pitch and their pitching skills. They should consider all aspects detailed in Part 1 of Task 4 in this OCR-set assignment.

They should also use self-assessment, feedback from others and lessons learnt from the pitches to review the strengths of, and areas for development for, their overall business proposal. Learners should evidence that they have considered all aspects of their business proposal as detailed in Part 2 of Task 4 in this OCR-set assignment.

### **Group work**

It is possible for learners to work in groups to discuss the knowledge aspects of this unit. However, all practical tasks and evidence submitted for assessment must be entirely the learner's own work.

For example, in Task 1:

- Learners may work in groups to discuss the concepts of branding and how branding is used by businesses. However, any written work submitted for assessment regarding this subject must be the learner's own individual work. Likewise, the brand identity created must be individual to each learner's product design.
- Learners may work in groups to discuss generically promotional methods used by businesses. However, the promotional objectives and methods proposed must be individual to each learner's product design.

# Marking criteria guidance for Unit R066

We give a description of the key words (printed in **bold**) used in the marking criteria in *Marking criteria glossary of terms* in Appendix C of the Specification. You must use the complete description in the marking criteria and not rely only on the words in bold.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a 'best fit' match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than of other bands.
- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

When deciding the mark within a band, the following criterion should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border line between two bands but it is decided that it better fits the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement for the higher band, the lowest mark for that band should be awarded.

A Professional Pitch Witness Statement Form **must** be completed for each learner for their **professional** pitch in LO3 of this unit (*Be able to pitch a proposal to an audience*). It is not necessary for a witness statement form to be completed for the practice pitch, though observers should complete a Practice Pitch Feedback Form as provided in this assignment.



# Marking criteria grids for Unit R066

LO1: Be able to develop a brand identity and promotional plan to target a customer profile – 30% (18 marks)		
MB 1: 1–3 marks	MB 2: 4–6 marks	MB 3: 7–9 marks
<p>Provides a <b>basic description</b> of why businesses use different branding methods and techniques, with examples of <b>limited appropriateness</b>.</p> <p><b>Outlines</b> a <b>few</b> key factors to consider when planning a brand identity for their business proposal.</p> <p>Creates a brand identity design to consider for their business proposal, and <b>states</b> why the chosen brand identity is likely to succeed, with <b>limited</b> reference to how the brand appeals to the specific customer profile.</p> <p><b>Partly explains</b> the combination of brand methods or techniques chosen.</p>	<p><b>Explains</b> why businesses use different branding methods and techniques, using <b>some appropriate</b> examples.</p> <p><b>Explains many</b> of the key factors to consider when planning a brand identity for their business proposal.</p> <p>Creates a <b>mostly appropriate</b> brand identity design for their business proposal, and <b>justifies</b> why the chosen brand identity is likely to succeed, with <b>sound</b> reference to how the brand appeals to the specific customer profile.</p> <p><b>Clearly justifies</b> the combination of brand methods or techniques chosen.</p>	<p><b>Explains comprehensively</b> why businesses use different branding methods and techniques, using <b>wholly appropriate</b> examples.</p> <p><b>Explains in detail most</b> of the key factors to consider when planning a brand identity for their business proposal.</p> <p>Creates a <b>considered, wholly appropriate</b> brand identity design for the business proposal, and <b>thoroughly justifies</b> why the chosen brand identity is likely to succeed, with <b>comprehensive</b> reference to how the brand appeals to the specific customer profile.</p> <p><b>Thoroughly justifies</b> the combination of brand methods or techniques chosen.</p>
MB 1: 1–3 marks	MB 2: 4–6 marks	MB 3: 7–9 marks
<p>The promotional objectives for the product are <b>described</b>.</p> <p>The proposed mix of promotional methods is <b>outlined and described</b>.</p> <p>The methods chosen <b>partly</b> complement each other. A <b>description</b> of how they complement each other and how the promotional mix relates to the customer profile is provided.</p>	<p>The promotional objectives for the product are <b>clearly explained</b>.</p> <p>The proposed mix of promotional methods is <b>explained and mostly appropriate</b> for the product.</p> <p>The methods chosen <b>mostly</b> complement each other. A <b>sound explanation</b> of how they complement each other and how the promotional mix relates to the customer profile is provided.</p>	<p>The promotional objectives for the product are <b>comprehensively explained</b>.</p> <p>The proposed mix of promotional methods is <b>thoroughly explained and wholly appropriate</b> to the product.</p> <p>The methods chosen <b>fully</b> complement each other. A <b>comprehensive explanation</b> of how they complement each other and how the promotional mix relates to the customer profile is provided.</p>

0 marks = no response or no response worthy of credit.

**LO1 is assessed in Task 1 of this assignment.**

LO2: Be able to plan a pitch for a proposal – 15% (9 marks)		
MB 1: 1–3 marks	MB 2: 4–6 marks	MB 3: 7–9 marks
<p><b>Describes some</b> of the factors for consideration when planning a pitch for their business proposal.</p> <p>Resources/supporting materials produced have <b>some relevance</b> to the audience and business proposal. Responses to possible questions that the audience may pose are <b>briefly</b> considered.</p>	<p><b>Explains many</b> factors for consideration when planning a pitch for their business proposal.</p> <p>Resources/supporting materials produced are <b>mostly relevant</b> to the audience and business proposal. Responses to possible questions that the audience may pose are <b>mostly</b> considered and planned for.</p>	<p><b>Explains in detail all</b> factors for consideration when planning a pitch for their business proposal.</p> <p>Resources/supporting materials produced are <b>wholly relevant</b> for the audience and business proposal. Responses to possible questions that the audience may pose are <b>comprehensively</b> considered and <b>well</b> planned for.</p>

0 marks = no response or no response worthy of credit.

**LO2 is assessed in Task 2, Part 1 of this assignment.**

LO3: Be able to pitch a proposal to an audience – 35% (21 marks)		
MB 1: 1–2 marks	MB 2: 3–4 marks	MB 3: 5–6 marks
<p><b>Basic</b> support offered to peers on their practice pitch.</p> <p><b>Limited refinement</b> of pitch plans and supporting materials. <b>Minimal reflection</b> on feedback offered or self-evaluation to prepare for final professional pitch.</p> <p><b>Limited evidence</b> of planning the development of their personal pitching skills in preparation for the professional pitch.</p>	<p><b>Some support</b> offered to peers on their practice pitch <b>to help them develop</b> their pitch further.</p> <p>Pitch plans and supporting materials are <b>refined</b> after <b>some reflection</b> on feedback offered and self-evaluation to prepare for final professional pitch.</p> <p><b>Some evidence</b> of planning the development of their personal pitching skills in preparation for the professional pitch.</p>	<p><b>Comprehensive support</b> offered to peers when performing or writing their practice pitch <b>to help them develop</b> their pitch further.</p> <p>Pitch plans and supporting materials are <b>well refined</b> after <b>thorough reflection</b> on feedback offered and self-evaluation to prepare for final professional pitch.</p> <p><b>Clear evidence</b> of planning the development of their personal pitching skills in preparation for the professional pitch.</p>
MB 1: 1–2 marks	MB 2: 3–4 marks	MB 3: 5–6 marks
<p>A <b>basic</b> use of visual aid(s) to support the pitch.</p> <p>Resources/supporting materials are used with <b>limited effectiveness</b> to aid delivery of the pitch.</p>	<p>A <b>sound</b> use of visual aid(s) to support delivery of an <b>effective</b> pitch.</p> <p>Resources/supporting materials are used <b>mostly effectively</b> to aid delivery of the pitch.</p>	<p>A <b>wholly appropriate</b> use of visual aid(s) to support delivery of the pitch in a <b>wholly effective</b> way.</p> <p>Resources/supporting materials are used <b>wholly effectively</b> to aid delivery of the pitch.</p>
MB 1: 1–3 marks	MB 2: 4–6 marks	MB 3: 7–9 marks
<p>A <b>basic</b> outline of the business proposal is presented using <b>basic</b> presentation skills. <b>Limited</b> answers given to questions posed.</p> <p><b>Little evidence</b> of consideration given to tailoring the pitch to meet the needs of the audience.</p>	<p>A <b>sound</b> outline of the business proposal is presented using <b>mostly effective</b> presentation skills. <b>Clear</b> answers given to questions posed.</p> <p><b>Some evidence</b> of consideration given to tailoring the pitch to meet the needs of the audience.</p>	<p>A <b>thorough</b> outline of the business proposal is presented using <b>professional</b> presentation skills. <b>Well developed and justified</b> answers given to questions posed.</p> <p><b>Clear</b> evidence of consideration given to tailoring the pitch to meet the needs of the audience.</p>

0 marks = no response or no response worthy of credit.

**LO3 is assessed in Task 2, Part 2 and Task 3 of this assignment.**

LO4: Be able to review the strengths and weaknesses of a proposal and pitch – 20% (12 marks)		
MB 1: 1–2 marks	MB 2: 3–4 marks	MB 3: 5–6 marks
<p>A <b>basic</b> review of own pitch/pitching skills is completed.</p> <p>Relevant strengths and areas for development of pitch/pitching skills are <b>briefly described</b>.</p>	<p>A <b>mostly considered</b> review of own pitch/pitching skills is completed.</p> <p>Relevant strengths and areas for development of pitch/pitching skills are <b>explained</b>.</p>	<p>A <b>comprehensive and detailed</b> review of own pitch/pitching skills is completed.</p> <p>Relevant strengths and areas for development of pitch/pitching skills are <b>well explained</b>.</p>
MB 1: 1–2 marks	MB 2: 3–4 marks	MB 3: 5–6 marks
<p>A <b>basic</b> review of own business proposal is completed.</p> <p>Relevant strengths and areas for development of the business proposal are <b>briefly described</b>.</p>	<p>A <b>mostly considered</b> review of own business proposal is completed.</p> <p>Relevant strengths and areas for development of the business proposal are <b>explained</b>.</p>	<p>A <b>comprehensive and detailed</b> review of own business proposal is completed.</p> <p>Relevant strengths and areas for development of the business proposal are <b>well explained</b>.</p>

0 marks = no response or no response worthy of credit.

**LO4 is assessed in Task 4 of this assignment.**

# Practice Pitch Feedback Form – Task 2

This form is to be used to record what has been observed during delivery of the practice pitch in Task 2.

<b>Learner name (delivering the pitch):</b>	
<b>Qualification:</b>	OCR Level 1/2 Certificate in Enterprise and Marketing
<b>Unit number and title:</b>	Unit R066: Market and pitch a business proposal LO3: Be able to pitch a proposal to an audience
<b>Date of pitch:</b>	
<b>Description of activity being carried out by the learner:</b>	
<p><b><u>Pitch to an internal panel of peers</u></b></p> <p>When giving feedback to the learner delivering the practice pitch, you should ensure your feedback covers the following areas:</p> <ul style="list-style-type: none"> <li>• Verbal skills – Consider how clearly the learner could be understood (both volume and the pace of their speech) and whether the sort of language they used was appropriate for pitching a business proposal.</li> <li>• Non-verbal skills – Consider body language, eye contact, posture, hand gestures etc.</li> <li>• Use of notes or prompts.</li> <li>• Use of visual aids or presentation software – was their use of this effective?</li> <li>• Did the learner project a confident image? Did they seem enthusiastic?</li> <li>• Was the pitch appropriate to the audience that they will be delivering to?</li> <li>• Did they get across enough information about the product in the time available?</li> <li>• Did they manage their time effectively? Was the pitch between 5–10 minutes long (excluding questions)?</li> <li>• Did they give enough time to answer questions from the panel? Were they able to answer the questions satisfactorily?</li> </ul>	

**Feedback:****Reviewer name:****Reviewer  
signature:****Date:**

# Professional Pitch Witness Statement Form – Task 3

This form is to be used to record what has been observed during delivery of the professional pitch in Task 3.

Please read the **guidance notes** on the following page before completing this form.

<b>Learner name:</b>			
<b>Qualification:</b>	OCR Level 1/2 Certificate in Enterprise and Marketing		
<b>Unit number and title:</b>	Unit R066: Market and pitch a business proposal LO3: Be able to pitch a proposal to an audience		
<b>Date of pitch:</b>			
<b>Description of activity being carried out by the learner:</b>			
<b><u>Pitch to an external panel of at least 2 people</u></b>			
<b>Number of people on external panel:</b>	<input type="text"/>		
<b>Length of presentation (in minutes):</b>	<input type="text"/>		
<b>The learner evidenced the following presentation skills:</b>			
<b>Pitching/presentation skill:</b>	<b>Elementary/ Limited</b>	<b>Mostly effective/ Clear</b>	<b>Professional/ Well developed</b>
Personal appearance to demonstrate the intended image			
Verbal skills (e.g. clarity, tone of voice, voice projection, formal/informal language, persuasiveness)			
Non-verbal skills (e.g. body language, posture, eye contact, confidence, visual aids, pace, gestures)			
Use of notes/cues			
Use of appropriate visual aids/media			
Self-confidence, enthusiasm, self-belief			
Targets the needs and desires of audience			
Conveys the required information regarding the product			
Time management (delivery took between 5–10 minutes)			
Could answer questions from the panel			

**Other comments:**

**How the activity covers the requirements of the assessment/marking criteria, including how and where the activity took place, status of panel members**

<b>Name Witness 1:</b>		<b>Job role:</b>	
<b>Witness 1 signature:</b>		<b>Date:</b>	
<b>Name Witness 2:</b>		<b>Job role:</b>	
<b>Witness 2 signature:</b>		<b>Date:</b>	
<b>Assessor name:</b>			
<b>Assessor signature:</b>		<b>Date:</b>	



# Professional Pitch Witness Statement Form

## guidance notes

Witnesses are people who can comment on work/performance/activities and can be someone who is competent in the subject and understands the evidence requirements of the qualification e.g. school governor, local business owner/entrepreneur, commercial contracts, School Leadership Team (SLT).

For this task, whilst the class teacher countersigns the witness statement form as the assessor, the actual witnesses should be two people other than the class teacher. Both witnesses **MUST** sign the OCR form.

A witness statement is used to formally record the observation of a learner. This includes describing what the learner is doing in relation to the grading/assessment criteria. The witness can also (where appropriate) make reference to the level of performance by the learner of a given activity.

Assessors are professionally competent to describe the activity and the level of performance. Witnesses with competence or knowledge in the subject should only comment on performance where they feel confident to do so (and in agreement with the assessor).

### **Witness statements:**

- should describe what they witnessed the learner doing
- do not have to be written by the witness, they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness
- should not contain just a list of skills
- should not be written by the learner for witnesses to sign
- should not be completed by anyone related to the learner
- should not be used to evidence the achievement of a whole unit.

### **Once complete:**

- The assessor will use the statement to judge whether the evidence presented meets the standards required by the grading/assessment criteria for the unit.
- Often it will be necessary for the assessor to make contact with witnesses to ensure:
  - a) the witness statement is authentic
  - b) the assessor's interpretation of the witness statement is accurate.

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**Registered office:**  
**The Triangle Building,**  
**Shaftesbury Road,**  
**Cambridge**  
**CB2 8EA**

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## YOUR CHECKLIST

***Our aim is to provide you with all the information and support you need to deliver our specifications.***

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