

# CAMBRIDGE NATIONALS

*Examiners' report*

# ***ENTERPRISE AND MARKETING***



**J819**

## **R064 January 2020 series**

Version 1

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

## Paper R064 series overview

The significant growth in this qualification continues, with an even higher entry than last June. Candidates continue to show a generally good level of knowledge of the specification. The main discriminator continues to be the breadth of knowledge shown by candidates. It is not uncommon to see a script where a candidate's performance is adversely affected by their performance on the final question. Equally, some candidate's marks are restricted by their performance on the quantitative questions or on Section A, for example.

Candidates tended to use their time well and there was no evidence of time pressures. Most coped well with the context of a business selling restored furniture – although it was only the higher ability candidates who could apply this to their responses in Q27. The examining team felt the paper showed good differentiation, with clear links between lower and higher order questions.

The best answered questions were Q3, Q7, Q9, Q14, Q20 and Q25b. On the other hand, Q1, Q12, Q18a, Q19, Q22b, Q22d, Q24a and Q27 proved to be more demanding for candidates.

Overall, the standard of performance was very slightly down on that seen in June 2019, with fewer very good scripts (more than 64 marks). However, performance at the other end of the scale was improved, with most candidates able to make an attempt at a majority of the questions and score at least 23 marks.

## Section A overview

The performance on the multiple-choice questions was slightly down on this session. However, it was only Questions 1 and 12 which were answered incorrectly by more than half of the candidates. It was noticeable that there were fewer candidates than previously gaining full marks on this section. It was equally rare to find candidates scoring less than 6 marks on this section.

Some candidates did not attempt one or more of the multiple-choice questions. There is no negative marking and candidates should be encouraged to attempt all Section A questions.

Answer **all** the questions.

Put a tick (✓) in the box next to the **one** correct answer for each question.

### Question 1


1 Which of the following is a disadvantage of running a business as a partnership?

- (a) Can share ideas to expand the business
- (b) Limited legal requirements
- (c) Must share profit amongst the shareholders
- (d) Unlimited liability

☐  
☐  
☐  
☐

[1]

It was intended that this was a straightforward question to start the examination. However, that proved not to be the case. Many candidates were attracted to C as the correct response, even though a partnership does not have shareholders. It is possible that candidates did not select the correct response (D), as partners in a **limited liability** partnership have limited liability.

	<b>AfL</b>	Centres need to make sure that candidates know and understand the difference between a 'partnership' and a 'limited liability partnership'. If a question is referring to the latter the full title will always be used.
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## Question 12

12 Which source of capital for a business start-up is **most** likely to be offered by a group of investors?

(a) Bank loan

☐

(b) Business angel

☐

(c) Crowdfunding

☐

(d) Small business grant

☐

[1]

This was designed to be a more demanding question and proved to be the least well answered in Section A. The key word in the question is 'most'. The nature of crowdfunding is fundamentally one of many individuals investing relatively small sums of money into a project. Although it may be possible to receive a grant, loan or investment from more than one source in the other three options, it is much less likely.

## Section B overview

The questions in Section B proved to discriminate very well. There were some questions which were intended to be more challenging (notably Q18a, Q22d & Q24a) as well as many questions which allowed all candidates to show what they knew.

There is still an issue with many candidates, including higher ability ones, answering the final question generically.

### Question 17 (a)

Last year you completed a two-week work experience placement at a household waste and recycling centre. You were shocked that some people throw away furniture which could be reused. You decided to use the knowledge gained from your Enterprise and Marketing course to set up a business called 'Second Chance'.

Your business will repair and restore furniture that the original owner no longer needs and sell it onto a new owner for a profit. You intend to employ an administrator for one afternoon per week to help you run your business.

Before you set up your business you decide to carry out some market research to help you segment your market.

- 17 (a)** State and explain **one** advantage and **one** disadvantage of using government publications and statistics as part of your market research.

Advantage .....

.....

Explanation .....

.....

Disadvantage .....

.....

Explanation .....

.....

**[4]**

Responses to this question about a named method of secondary market research were disappointing. This tended to be due to two reasons.

First, responses where the explanation repeated, or did not add to, the advantage or disadvantage. For example, a stated advantage that the data is, "free to access" is not added to if the explanation is that "this means the resource is cheap". This is saying the same thing twice.

Second, responses were linked to a primary method of market research. For example, a disadvantage that it will be expensive and time consuming is not correct for a secondary method.

## Question 18 (a) and (b)

**18 (a)** Explain the need for customer segmentation.

.....

.....

.....

..... [2]

**(b)** Identify **three** benefits of using market segmentation for your business.

1 .....

2 .....

3 ..... [3]

There continues to be a significant misunderstanding by candidates about the difference between the 'need for' and 'benefits of' segmentation. The different aspects of segmentation are set out in the specification (1.1 & 1.3). Less than one in five candidates scored at least one mark on part (a) of this question, by recognising that the **need** for segmentation comes from the fact that customers are different. Many responses described **how** segmentation helps the business (which would be a response to part (b)) or defined segmentation or provided types of segmentation (both of which were unrewardable).

Candidates tended to answer part (b) more effectively, with most candidates scoring one or two marks. Even here, many responses lacked sufficient focus to provide the benefit. For example, being able to meet customer needs, rather than just to identify them.



## Question 19

- 19 State and explain **two** variables from the design mix model that will contribute to the successful design of the furniture that you sell.

Variable 1 .....

.....

Explanation .....

.....

Variable 2 .....

.....


Explanation .....

.....

**[4]**

This is the first time that a question has been asked about the 'design mix model', an important part of product differentiation (LO3.3). It would appear that many candidates did not know the design mix model, with one in five not attempting the question and another two out of five scoring zero marks. This issue appeared to be Centre-specific.

Of the remaining candidates, some did not know the names of the variables, but achieved some credit for referring to materials or colour (in lieu of appearance/aesthetics). There was also some confusion between cost and price. Quality was often referred to instead of function – the latter being about much more than just quality.

	<b>AfL</b>	Centres are advised to place greater emphasis on the teaching of LO3.3. It is a vital issue for candidates when approaching the work required to complete the other two units in this qualification.
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## Question 21

- 21 Analyse **one** advantage and **one** disadvantage of using 'Buy One Get One Free' (BOGOF) to attract customers.

Advantage .....

.....

.....

.....

Disadvantage .....

.....

.....

.....

[6]

### Exemplar 1

Advantage It attracts more customers because they are getting one of your products for free. BOGOF is great when releasing a new product because people are more likely to buy it which if you are a furniture store this would be a great way of attracting customers because people normally want more than one chair or sofa.

Disadvantage ... You are giving away a free product which could mean that you don't get as much profit. ~~Another disadvantage is that if you do BOGOF then people won't buy~~  
 This is a disadvantage because in the first few years you want to try and make as much profit as you can so you can re-invest it back into the business, or

[6]

### Exemplar 2

Advantage ... The advantages of using BOGOF to attract customers is that customers would tell more people about your deals so more people come and buy one because they think it is a good deal. Another advantage would be that ~~the~~ customers would be buying two products so therefore they could stop going to any other business. The business could put the deal on an expensive item so that people buy it and come back.

Disadvantage The disadvantages could be that the deal is on products that not alot of people buy so it would be a waste of time. Another disadvantage could be that customers think it is still expensive so they could go to a competitor who could have that product cheaper. Customers could also think that the deal is not a real deal and just a fix to get you buying two products when at counter. [6]

This was the better answered of the two six-mark questions. There were many excellent responses scoring 5 or 6 marks (about 35% of all candidates) which linked the suitability (or not) of BOGOF to a new business selling repurposed furniture. Exemplar 1 shows this, with the advantage clearly linked to the buying of furniture and the disadvantage showing the limitation for a new business.

A few responses became side-tracked by considering the advantages or disadvantages for the customer, rather than the business. In fact, the main cause of low marks was not linking the advantage or disadvantage to a consequence or outcome for the business. Exemplar 2 states and explains a correct advantage and disadvantage but, in each case, does not say how the business will be affected. For example, the advantage could be an increase in customer loyalty and the disadvantage could be a fall in profits or reputation. The disadvantage in this exemplar is also really two separate disadvantages. Candidates need to focus on fully answering one point rather than trying to answer more widely, in this type of question.

### Question 22 (a)

**22** You have identified that you need to pay the following fixed and variable costs each month to run your business:

- Insurance £150
- Raw materials £300
- Advertising £100
- Utilities £100
- Components £50

**(a)** Explain, using an example, what is meant by fixed costs.

..... [2]

Most candidates scored at least one mark by giving a correct response. Fewer responses correctly defined fixed costs as being linked to output or production; many responses wrongly stated that “fixed costs do not change”.

### Question 22 (b)

**(b)** Calculate the total variable costs that you need to pay each year.

Show your workings

Answer .....

[2]

Just over 50% of candidates did not score any marks on this question, as they incorrectly calculated variable costs (often including advertising) and did not read the question carefully enough. Candidates who correctly calculated variable costs often missed out on the second mark, as they did not multiply by 12.

## Question 22 (d)


- (d) You forecast that you will make a profit of £10 200 during your first year of business. Assuming that sales are the same each month, calculate the average revenue per month.

Show your workings

Answer .....

[3]

About three quarters of candidates scored one or zero marks. The most common reason for this mark was correctly calculating the profit per month. This was intended to be a more demanding question for higher ability candidates and so it was pleasing to see about 15% of candidates gain full marks. The most common error was subtracting total costs from profit, instead of adding them together.

	<b>AfL</b>	<p>Candidates should be reminded of the need to show clear workings. Examiners are always looking to reward correct workings, even though an early mistake is made. This is only possible if the examiner can clearly see the logic of the processes carried out by the candidate.</p>
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## Question 23 (a) and (b)

- 23** To help set up your business you have applied for a bank loan. The bank manager has asked for a business plan to support this application.

**(a)** Identify **three** items that are typically included in a business plan.

Item 1 .....

Item 2 .....

Item 3 .....

**[3]**

**(b)** Analyse **two** disadvantages of financing your business using a bank loan.

Disadvantage 1 .....

.....

.....

.....

.....

.....

.....

.....

.....

Disadvantage 2 .....

.....

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**[6]**

## Exemplar 3

Disadvantage 1 ~~The first disadvantage of using a~~ bank loan is a disadvantage because it would have to be paid back, this <sup>then</sup> leads to you having to make the money to pay it back therefore if you don't you can end up in debt.

Disadvantage 2 using a bank loan is also a disadvantage because it is only a limited amount of money, this leads to you possibly not having enough therefore your business won't be a success.

## Exemplar 4

Disadvantage 1 One disadvantage is that as a start-up business, the amount the bank will loan you is limited. This is a disadvantage as the funds that are available from the bank may be insufficient to aid your needs within the business. Consequently, the business may struggle due to lack of funds available which could be used for equipment and utilities. \*



Disadvantage 2 Another disadvantage of a bank loan is that you have to pay it back with interest. This means the business has to pay a decent amount more back than what they were loaned. As a new, start-up business this could end up being difficult resulting in the amount gradually increasing that is needed to pay back. As a result, personal belongings may have to be sold to pay the debt, [6] due to as a sole trader having unlimited liability.

\* This could lead to the business becoming at risk of not being able to pay it back.

Whereas it was 4 or 5 which was the most common mark on Q21, 2 or 3 marks was most common on this question. This was due to the continued uncertainty shown by candidates when writing about bank loans.

Many candidates were able to state that interest would need to be paid and that the loan has to be paid back eventually, although some thought that interest was only paid at the end of the loan. Another common mistake found in many responses was that by not paying back the loan the business would get into debt, whereas the act of having the loan had already created a debt.

Some candidates repeated their explanation of the disadvantage within their response and some produced two disadvantages which were fundamentally the same; in both cases limiting the marks which could be given.

Exemplar 3 is an example of two of these points. The first advantage starts off well by saying that the loan has to be paid back and so the business will need to 'make more money' so it can pay it back. However, it then makes the mistake of referring to the consequence of ending up in debt, which it already is. The second advantage is rather vague about only being able to receive a limited amount of money which, although correct, is not explained, nor is an impact on the business considered. This response gained 3 marks in total.

There were a small number (about one in five) of very good responses. These often showed good links between a business which was a new sole trader with unlimited liability (so the potential to lose personal assets) and the difficulties of creating enough business to pay off the interest and/or repay the loan. Exemplar 4 is an example of an excellent response which recognises the particular problems for a start-up business with unlimited liability.

## Question 24 (a)

24 A news report states that the economy is about to enter a boom later this year.

- (a) Analyse why an economic boom may have a negative impact on the development of your product.

.....

.....

.....

.....

.....

..... [3]

## Exemplar 5

AS the economy enters boom business' and people will be getting more money. This means they will have more money to spend on expensive + luxury items so they will buy stuff new not second hand. \* [3]

\* This will have a bad impact on the business as they won't make sales if nobody buys their products.

This is not the first time a question has been asked about the state of the economy and also not the first time that many candidates have got the scenario the wrong way around, in this case confusing boom with recession. More than half of the candidates either made this mistake or did not know the meaning of an economic boom.

Those candidates who did know the term (and what the impact may be on the economy) were not able to show the effect on this specific business. The specification does state that, "learners should be able to offer a description of the impact of each of the economic stages on the success of a specific business example." Only a small number of candidates could link the impact of the boom back to this firm's product development and many could not see how this may be a negative impact.

Exemplar 5 is a good example of a full mark response. It recognises the impact of a boom (more money), an explanation of this (people will now spend on expensive items) and a clear negative impact for Second Chance (more demand for new products instead of second hand).

### Question 24 (b)

- (b) Apart from economic issues, identify **two** other external factors which may affect the development of your product.

1 .....

2 .....

[2]

Although external factors have been examined before, the performance this time was very disappointing. Many candidates gave responses which were economic (such as taxation or interest rates) which were excluded by the question, gave two responses which were effectively the same, or confused internal and external (e.g. funding).

## Question 25 (a)

- 25** Your friend, Tan, offers to help you run your business. Tan used to work in the Human Resources department of a large company.

**(a)** State and explain **two** Human Resource activities which Tan may help you with.

Activity 1 .....

.....

Explanation .....

.....

Activity 2 .....

.....

Explanation .....

.....

**[4]**

The most common marks for this question were 4 and 0. There were lots of good responses which usually mentioned health and safety, recruitment and training. As with other questions of this type, candidates often did not pick up the explanation mark as they just repeated the activity using the same words. For example, "health & safety – making sure the workers are safe".

Answers scoring no marks came in two categories. First, candidates who confused Human Resources with Marketing (e.g. helping with customer service) or Production (e.g. making sure quality of output is good). Second, candidates who interpreted the question as 'how can Tan help out', so producing responses such as "help to assemble the furniture" or "talk to customers".

## Question 26

**26** Three months after opening Second Chance you decide to obtain feedback from your customers.

State and explain **two** appropriate methods of obtaining customer feedback for your business.

Method 1 .....

.....

Explanation .....

.....

Method 2 .....

.....

Explanation .....

.....

[4]

## Exemplar 6

**26** Three months after opening Second Chance you decide to obtain feedback from your customers.

State and explain **two** appropriate methods of obtaining customer feedback for your business.

Method 1 ..... <sup>Social media</sup> ..... <sup>Comments made to staff</sup> .....

.....

Explanation Accessible and can be viewed by everyone meaning that positive feedback helps to create a good brand image .....

Method 2 ..... comments made to staff .....

.....

Explanation Feedback can be understood thoroughly and implemented straight away. Will help to motivate staff members .....

[4]

In contrast to Q25a, the two most common marks for this question (by some considerable distance) were 4 and 2. There were many thorough responses which gained 4 marks, as the candidate provided a clear explanation of each method, see Exemplar 6.

The reason why many candidates only scored 2 marks is because their two methods were fundamentally the same. For example, surveys and questionnaires or online ratings and reviews. There were also some responses which confused customer feedback with customer service or primary market research.

## Question 27

27 Good customer service is important to attract and retain customers within your business.

You think that product knowledge is the most important way of delivering good customer service to Second Chance's customers. However, Tan is of the opinion that after sales service is more important.

Recommend which of these two customer service techniques is the most important for Second Chance. Justify your answer. [8]

### Exemplar 7

To conclude, in my opinion I believe product knowledge is the most important for 'second chance'. I believe this as, as

#### END OF QUESTION PAPER

The business sells restored, second hand furniture, after sale service may be hard to achieve with the products that have already been given, it's 'second' and only chance. This means, providing good product knowledge before a sale would be more important for 'second chance' as the business could ensure the customer purchase the correct product for them.



## Exemplar 8

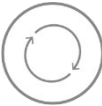

In my opinion, I think that product knowledge is the most important way of delivering good customer service to Second Chance's customers because if the customer needs help choosing which product is best or needs to know what the product's function is then you will be able to help. However, if ~~so~~ a customer comes up to you and asks you a question but you don't know the answer then they may not visit the shop again ~~&~~ due to poor customer service. Also, after sales ~~ser~~ service is less important because once the customer has bought the product they won't ~~need~~ need as much help/any help as when they did when looking for the product they was after.

Overall, product knowledge is the most important because then you can answer questions on the products and ~~re~~ help customers identify the best products that will be more useful for them rather than the customers struggling to find out what product is the ~~best~~ most useful for them.

Performance on this final question was, once again, disappointing. Less than 15% of candidates included any relevant context in their response, so that they were able to access the top 4 marks. For those candidates who did, it was relatively easy to then access either 7 or 8 marks, as long as they came to a reasonable decision. The first page and a half of Exemplar 7 (not reproduced) was a highly generic, but correct, explanation of product knowledge and after sales service. However, the final paragraph takes the response to a higher level. There is clear reference to the nature of Second Chance's products so that after sales service is hard to achieve (this is Level 3). There is then a clear decision made that product knowledge is, therefore, more important (Level 4). The response scored 7 marks. To score full marks, the response would have needed some use of context when referring to product knowledge (for example, to help customers understand the importance of the sustainability of the product).

Answers at the other end of the spectrum exhibited a lot of misunderstanding around what the question was asking and what the terms in the question meant. Many weaker responses only referred to 'customer service' and how this would help a business, rather than the two specific methods in the question – these candidates scored no marks. A significant number of candidates thought that after sales service was what the customer received after the sale took place, or that it was about how the employee spoke to or treated the customer (this could be 'customer engagement'). Many candidates frequently wrote the phrase 'sales service' rather than 'after sales service', showing that they did not know what the term meant. Another common mistake was to think that product knowledge referred to a concept which helped the business to make a better product which customers wanted.

Over half of all candidates scored 3 or 4 marks, as they produced responses (often overly long) which only considered the advantages and disadvantages of each of the two methods of customer service. Exemplar 8 is a shorter answer which scored 4 marks. In the first paragraph, the candidate quickly manages to explain that product knowledge will help the customer choose the right product and after sales service helps the customer after they have bought the product. The last paragraph goes on to repeat this information, so no further credit is possible. This response could apply to ANY business which is always an indication that it contains no context.

	<b>AfL</b>	<p>The last question will always be 8 marks and <u>must</u> come from LO4 of the specification.</p> <p>Centres would be advised to make sure that candidates are well prepared to consider each of the five components of LO4, so that they are able to compare and contrast options for a particular business. This needs to be done by looking at different real-life businesses, to see how a decision is dependent on the context, rather than any other factor.</p>
	<b>OCR support</b>	<p>This is the fourth examination paper for this qualification. The previous three examination papers, plus the sample assessment materials, can be found on the OCR website (an Interchange login will be needed for the most recent paper).</p> <p>It can be seen that each of the final questions has the same structure, with a scenario set out, so that the candidate (in the role of the entrepreneur) has to make a decision between two options <b>for their business</b>.</p>



## Section 4 Principal Examiner's sign off

This sign off sheet should be completed following production of the report. The sign off covers all content aspects of the report, including subject detail, technical content and tone and style. All parts of the report need to be completed. Once submitted the report will be reviewed internally and as a result of this review further changes may be required from you – these changes will relate to the original brief requirements.

Once completed the report must be uploaded to your Kiteworks folder, with an email confirming this sent to [resourcesdevelopment@ocr.org.uk](mailto:resourcesdevelopment@ocr.org.uk). File name for your report should be the same as the file name provided in the template, but with v1 added to the end.

	Task	Completed
1	<b>Series overview for component</b> Points 1.1 – 1.5 from the 'Using the report template' document covered within overview.	Yes
2	<b>Section/option overviews</b> If relevant for your component/unit.	Yes
3	<b>Question coverage</b> All questions have been covered, either with a relevant commentary, or listed on Table 1 or Table 2 of the Content checklist.	Yes
4	<b>Exemplars</b> (Maximum of 10% QP coverage) Details of the exemplars have been included on Table 3 of the Content checklist. Scripts used within the reports must be clean (i.e. no annotations) and must be from your standardised scripts. If you are providing an exemplar for an essay/long answer question please do not include the full answer; only include the specific part that illustrates the detail of your commentary.	Yes
5	<b>Exemplars</b> For any exemplar that you include please make it very clear why you have selected the specific candidate response. You can either reference the exemplar within the main body of the question commentary or complete the exemplar commentary box (see toolkit for details) with details specific to the exemplar. Specific commentaries provided for any exemplars included. Maximum of 10% QP coverage.	Yes
6	<b>Tone and style</b> Guidelines have been read and applied to the report. I have: <ul style="list-style-type: none"> <li>- written in a professional, relaxed way</li> <li>- shared knowledge where possible, been collaborative</li> <li>- focused on the candidate experience</li> <li>- been clear, engaging, and inspirational</li> <li>- displayed a depth of expertise, but remained warm in tone</li> <li>- struck a confident, assured tone</li> <li>- been positive and supportive</li> <li>- been precise and economical.</li> </ul>	Yes
7	<b>Issues/escalations</b> Are you aware of any issues with this component/unit relating to this series that needs to be flagged up to the subject team before review of the report? If so, please provide details below.	No
8	<b>Issue/escalation details:</b> <a href="#">Click here to enter text.</a>	

9	<b>Complete table on common issues/positive observations for this series (see below). This will be used to help develop further resources to support teachers and candidates on this unit.</b>	
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## Production manager's sign off (to be completed internally)

	Check complete
<b>Date of check:</b>	12/02/20
<b>1. Question coverage</b> All questions have been covered; either with a commentary or included on Table 1 or 2 of the Content checklist.	Confirmed
<b>2. Section and option overviews (if relevant)</b> Overviews have been completed by PE.	Yes
<b>3. Exemplars included</b> The PE has included exemplars and these have been inserted at the correct point within the report content. Scripts used within the reports must be clean (i.e. no annotations) and must be from standardised scripts. Essay/long answer questions must not include the full answer; only the specific part that illustrates the detail of the commentary.	Yes
<b>4. First SPaG and PerfectIt check has been carried out</b> Initial SPaG and PerfectIt completed. A second check will be completed at the point of content sign off.	Confirmed
<b>5. Visual layout check completed</b> Checked for any errors in layout at this first content stage.	Confirmed
<b>6. Copyright information included</b> Any relevant copyright information has been included (where we are able to include the content). Any content that cannot be included due to copyright restrictions have been covered with a grey box and relevant copyright statement.	Not applicable
<b>7. Erratum details included</b> Any relevant erratum details have been included.	Not applicable
<b>8. Are there any errors/issues identified that the SA needs to be aware of? State whether these will need to be escalated to Public Affairs (if none at this stage)</b>	No
<b>Details of issue:</b> Click here to enter text.	

## Subject advisor's sign off (to be completed internally)

The sign off covers all content aspects of the report, including subject detail, technical content and tone and style. If you spot any SPaG errors during your review please mark these up and these will be amended before publication.

*This review will need to be completed promptly so that the report continues to move through the process in a timely manner ready for publication as close to results day as possible.*

	1 <sup>st</sup> check	2 <sup>nd</sup> check
<b>Date of check:</b>	17/2/20	Click here to enter text.
<b>1. Component overview</b> Are you happy to sign off the content for the component overview section? <i>If content needs to go back to the PE please add comments to the report to indicate what changes are required.</i>	Yes - with changes made	Choose an item.
<b>2. Section and option overviews (if relevant)</b> Are you happy to sign off the content for the section and option overview sections (if any have been included)? <i>If content needs to go back to the PE please add comments to the report to indicate what changes are required.</i>	Yes - with changes made	Choose an item.
<b>3. Question coverage</b> The report should include commentaries which offer constructive feedback on candidates' performance and identify technical aspects examined in the questions. Any questions with no particular areas to highlight for this series should not be included in the report. Are you happy with the <b>coverage</b> included?	Yes	Choose an item.
3a. Questions to be added: <i>please note here which questions need to be added to the report.</i>	Click here to enter text.	Click here to enter text.
3b. Questions to be removed:	Click here to enter text.	Click here to enter text.
<b>4. Question commentaries</b> Are you happy to sign off the content for the question commentaries? <i>If content needs to go back to the PE please add comments to the report to indicate what changes are required.</i>	Yes - with changes made	Choose an item.

<p><b>5. Exemplars and commentaries</b></p> <p>The report can include a small number of candidate exemplars (no more than 10% of the questions covered). Exemplars should illustrate a particular aspect that you would like to highlight or show a good full mark answer.</p> <p>For any exemplar included it must be very clear why the specific candidate response has been selected. Scripts used within the reports must be clean (i.e. no annotations) and must be from standardised scripts. Essay/long answer questions must not include the full answer; only the specific part that illustrates the detail of the commentary.</p> <p>Are you happy to sign off the exemplars and associated commentaries that have been included (if applicable)?</p>	Yes	Choose an item.
<p>5a. Exemplars to be added for questions: <i>please note here which questions need exemplars to be added to the report.</i></p>	Click here to enter text.	Click here to enter text.
<p>5b. Exemplars to be removed for questions:</p>	Click here to enter text.	Click here to enter text.
<p><b>6. Extra support</b></p> <p>Both the PE and you have the option to add in extra support for teachers/candidates:</p> <p>AfL guidance, Misconceptions and OCR support.</p> <p>Please confirm that you have included this extra guidance (if necessary) or that you approve the guidance provided by the PE.</p>	Yes - included in report and approved	Choose an item.
<p><b>7. Tone and Style</b></p> <p>Based on the tone and style guidance that has been provided to the PEs, are you happy to sign off the overall tone and style for the report?</p>	Yes - no changes made.	Choose an item.
<p><b>8. Spelling, Punctuation and Grammar check</b></p> <p>The final report will be put through an automated tool to check SPaG before publication. However, any SPaG issues that you spot should be marked up using track changes.</p>	No SPaG issues identified.	Choose an item.
<p><b>9. Are there any errors/issues identified with the question paper that mean this will need to be escalated for review before publication? If so, please list details on this form and confirm whether these issues have been identified as a result of this report production or were previously known.</b></p>	No	Choose an item.
<p><b>Details of issue:</b></p> <p>Click here to enter text.</p>		

## Escalation process for exception cases (Subject advisor review)

Following review of content and any amendments made, if you feel that the content cannot be signed off for publication, please confirm below.

The report will then be reviewed by the Lead SA and if required, by the ASSM.

If escalation has been made detail who this has been sent to:	<a href="#">Click here to enter text.</a>	Date of escalation:	<a href="#">Click here to enter text.</a>
Reason for escalation:	<a href="#">Click here to enter text.</a>		
Final sign off made by:	Deborah Malpas	Date of sign off:	17/02/20

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For further details of this qualification please visit the subject webpage.

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