

Sample assessment material

Cambridge National in

# Enterprise and Marketing

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

J837

**R069: Market and pitch a business proposal**

Version 4.0

[ocr.org.uk/cambridgenationals](http://ocr.org.uk/cambridgenationals)

## Introduction

**This is sample assessment material (SAM). It is an example Cambridge OCR-set assignment that we publish alongside a new specification to help illustrate the intended style and tasks of our set assignments.**

We also produce two further specific resources to support you with using this SAM:

- An assessment story where we explain the research we have undertaken during the development of the qualification and how consultation with teachers, students and schools has helped shape our assessment approach.
- A student guide to NEA assignments in which we provide a summary for your students of key points about their Cambridge OCR-set assignments, including the importance of avoiding plagiarism.

## Summary of updates

| Section | Change  | Version | Date      |
|---------|---|---------|-----------|
| Task 1  | The marking criterion has been split into two parts to reflect the layout of the tasks.   | 4.0     | June 2026 |
| Task 2  | The requirement to create three different types of promotional materials reduced to two and wording in task and marking criterion updated to provide clarity. |         |           |
| Task 4  | The marking criterion has been merged into one grid from two, to reflect the layout of the task.  |         |           |

# Cambridge OCR-set Assignment

## Sample Assessment Material

Cambridge OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing Sample Set Assignment

Unit R069: Market and pitch a business proposal

This is a sample Cambridge OCR-set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

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

- unit entry code R069
- certification code J837

**The regulated qualification number associated with this unit is:**

603/7093/2

**Duration: Approximately 10 - 14 hours**

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Any reference to existing companies or organisations is entirely coincidental and is not intended as a depiction of those companies or organisations.

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# Information for teachers

## You must:

- familiarise yourself with the assessment guidance relating to the tasks. This is with the unit content in Section 4 of the [Specification](#).
- read and understand **all** the rules and guidance in Section 6 of the [Specification](#) **before** your students complete and you assess the set assignment.
- make sure that completion of the set assignment and assessment fully adhere to the rules and guidance provided in Section 6 of the [Specification](#).
- give students the Enterprise and Marketing [Student guide to NEA assignments](#) before they start the assignment.
- allow students approximately 10 - 14 guided learning hours (GLH) to complete all tasks.
- students must complete the Practice Pitch Feedback form for Task 3. A Word version of this document is available from the Teach Cambridge website.
- complete the [Teacher Observation Record](#) provided for Task 4. You must follow the [guidance](#) on page 23 when completing it. A Word version of this document is available from the Teach Cambridge website.

## You must not:

- change or modify this assignment in any way.
- provide students with the assignment for R069 before students have completed R068.

# Scenario for the assignment

## Pitching your brand idea

Last year you started a new business called Trendz Trainers with three of your friends, and the four of you now co-own the business. The business designs and produces fashion trainers which are then sold online and from a small retail outlet

The number of sales has grown steadily since the business started. As the person responsible for marketing and design in your organisation, you have carried out market research and used this research to produce a new trainer design.

You are now ready to develop a brand for your trainers, make recommendations as to how to promote them and prepare a pitch to present to your co-owners. The objective of this pitch will be to 'sell' your design in a way that persuades your co-owners that the trainers will be popular when introduced to the market. Your co-owners could be represented on a panel by your teacher and another person who **must** be independent.

Your pitch to your co-owners will outline:

- your trainer design
- your brand personality
- your pricing recommendation
- your proposed promotional campaign
- any other relevant information from your findings in R068.

### Important advice:

- You will need to have completed the assignment for R068.
- Read through all of the tasks before you start, so you know what needs to be completed for this assignment.
- Look at the marking criteria grid to see how the tasks will be marked. Your teacher can explain the marking criteria if you need help.
- You will need to use relevant skills/knowledge/understanding from other units you have studied in this qualification.
- You must use the [Practice Pitch Feedback form](#) and the [Teacher Observation Record](#) provided for Tasks 3 and 4. You must adhere to the [guidance](#) given when completing the Teacher Observation Record.

# Your tasks and marking grids

## Task 1 – Developing a brand

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Topic Area 1 is assessed in this task.

You have been asked to develop a brand identity for your product proposal.

You may present your work in any combination of formats, for example sketches, storyboard, mind map, written report. A written report may be the most appropriate format of evidence where explanations, justifications, and assessments etc. are required.

**Part One** - Assess the current market for your trainers.

You **must**:

- Briefly outline your trainer design **and** target customer profile from R068.
- Research your competitors' products to find out strengths, weaknesses **and** their unique selling points.
- Carry out an analysis of the opportunities **and** threats in the external environment.
- Based on your research and analysis, review the strengths, weaknesses **and** unique selling point of your trainers.

**Part Two** – Develop a brand for your trainers.

You **must**:

- Create a brand personality which considers:
  - brand identity
  - brand image
  - three** branding methods, to include a logo.
- Justify the combination of branding methods you have chosen to create your brand personality.
- Assess the likely success of your brand with reference to your target customer profile and research findings from R068.

Total marks for Task 1: 12 marks

## Advice

- A brief explanation of your trainer design and your target customer profile from unit R068 will help refocus your mind.
- Brand personality is influenced by the brand identity, brand image and branding methods.
- In Part One make sure you research at least two competitors.
- When carrying out research make sure you use your own words and don't copy and paste from the internet.

### Topic Area 1: Develop a brand identity to target a specific customer profile – Part One

| Mark Band 1: 1-2 marks   | Mark Band 2: 3-4 marks  | Mark Band 3: 5-6 marks   |
|--|---|--|
| Research into competitors' strengths, weaknesses and their unique selling points is <b>limited</b> . | Research into competitors' strengths, weaknesses and their unique selling points is <b>adequate</b> . | Research into competitors' strengths, weaknesses and their unique selling points is <b>comprehensive</b> .   |
| A <b>basic</b> analysis of the external environment is carried out.                                  | A <b>sound</b> analysis of the external environment is carried out, but may lack detail.              | A <b>comprehensive</b> analysis of the external environment is carried out.                                  |
| The review of the product's strengths, weaknesses and their unique selling point is <b>limited</b> . | The review of the product's strengths, weaknesses and their unique selling point is <b>sound</b> .    | The review of the product's strengths, weaknesses and their unique selling point is <b>fully</b> considered. |

### Topic Area 1: Develop a brand identity to target a specific customer profile – Part Two

| Mark Band 1: 1-2 marks   | Mark Band 2: 3-4 marks   | Mark Band 3: 5-6 marks   |
|--|--|--|
| <b>Briefly</b> describes branding methods.   | <b>Partly</b> explains the combination of branding methods.  | <b>Comprehensively</b> justifies the combination of branding methods.  |
| Creates a brand personality for their business proposal and makes a <b>basic</b> case why the chosen brand personality is likely to succeed, with <b>limited</b> or <b>no</b> reference to how the brand appeals to the specific customer profile. | Creates a brand personality for their business proposal and makes a <b>sound</b> case why the chosen brand personality is likely to succeed, with <b>some</b> reference to how the brand appeals to the specific customer profile. | Creates a brand personality for their business proposal and makes a <b>detailed</b> case as to why the chosen brand personality is likely to succeed, with <b>full</b> and <b>clear</b> reference to how the brand appeals to the specific customer profile. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

## Task 2 – Create a promotional campaign for your business proposal

Topic Area 2 is assessed in this task.

You **must**:

- Explain the objectives **and** Key Performance Indicators (KPIs) for your promotional campaign.
- Create **two different** types of promotional materials to raise awareness of your product. The types used **must** be a combination of digital **and** non-digital materials.
- Justify your choice of materials based on how well they complement each other and meet the needs of your target customer profile.
- Produce an appropriate timeframe for your campaign.

Total marks for Task 2: 9 marks

### Advice

- The two different promotional material types should be chosen from those taught in R067 TA4.3, TA4.4 and TA4.5. They must include both digital and non-digital methods.
- You can present your promotional materials in any appropriate format, for example social media posts/competitions, radio script, newspaper advert.
- Key Performance Indicators (KPIs) should be used to help you measure the success of your promotional campaign. The KPIs are targets that you hope to achieve. You can compare the KPI targets with the actual results from the promotional campaign at key points in time, e.g. every month or every two months. One of your KPIs may be the number of people who view your social media posts or number of people who enter a prize competition.
- The timeframe should be appropriate for the launch of a product and should show how long your promotional campaign will last and how often you will use each of your methods of promotion. This can be presented in any suitable format such as a timeline, list, Gantt chart.

### Topic Area 2: Create a promotional campaign for a brand and product

| Mark Band 1: 1-3 marks  | Mark Band 2: 4-6 marks   | Mark Band 3: 7-9 marks  |
|---|--|---|
| Explanation of promotional objectives and KPIs is <b>basic</b> .  | Promotional objectives and KPIs are <b>partly</b> explained.   | Promotional objectives and KPIs are <b>comprehensively</b> explained.   |
| <b>Basic</b> digital and non-digital materials are created to raise awareness of the product, with <b>limited</b> or <b>no</b> reference to how they will work together, or to their suitability to the needs of the target customer profile. | <b>Adequate</b> digital and non-digital materials are created to raise awareness of the product, with <b>some</b> evidence that they will work together coherently and are suitable for the target customer profile. | <b>Detailed</b> digital and non-digital materials are created to raise awareness of the product and includes <b>clear</b> evidence of how they will work together coherently and are fully appropriate to the needs of the target customer profile. |
| <b>Basic</b> timeframe is created with <b>limited</b> appropriateness for the promotional campaign.   | <b>Adequate</b> timeframe is created with <b>some</b> appropriateness for the promotional campaign.  | <b>Detailed</b> timeframe is created which is <b>fully</b> appropriate for the promotional campaign.  |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

## Task 3 – Develop a pitch for your proposal

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Topic Area 3 is assessed in this task.

You have been asked to prepare a pitch for delivery to a panel of your co-owners to explain why you think your trainers will be successful if introduced to the market.

Your pitch will last 5-10 minutes. You must justify the following:

- your trainer design
- your brand personality
- your pricing recommendation
- your proposed promotional campaign
- any other relevant information.

As the pitch is important to the future success of your product proposal, you need to plan and carry out a practice pitch in front of an audience of your peers.

**Part One** – An explanation of the factors you must consider when planning for the pitch.

You **must**:

- Explain the factors that you need to consider when planning to deliver the pitch for your design
  - objectives of the pitch
  - venue
  - audience
  - use of appropriate media
  - personal appearance.
- Produce a pitch **and** resources/supporting material to convince your co-owners that your business proposal will be successful. This should include:
  - a visual aid to help deliver your pitch e.g. presentation slides, flip chart
  - a second visual aid to hand out to your audience e.g. handouts, props, mood board from Unit R068, advert storyboard/mock-ups
  - speaker notes/prompt cards
  - identify possible questions from the audience with consideration of the answers
  - any other relevant information.

**Part Two** – Carry out a practice pitch.

You **must**:

- Carry out a practice pitch in front of at least two of your peers. They should provide you with some support, ask you relevant questions, and offer feedback on your pitch. They must provide you with evidence of the feedback given on the Cambridge OCR Practice Pitch Feedback form.
- Watch the practice pitch of at least one of your peers to provide support, ask relevant questions, and offer feedback. You will need to provide evidence of the feedback you have given on the Cambridge OCR Practice Pitch Feedback form.

Following the practice pitch, you must:

- Use the feedback received from your peers **and** your own judgement to:
  - Reflect on, review and refine your personal pitching skills, your pitch plan and supporting materials.
  - Demonstrate the changes that you have made following the feedback from the practice pitch, e.g. annotate the visual aids, handouts and other support materials prepared for the practice pitch to show the changes made.

Total marks for Task 3: 12 marks

### Advice

- Make sure you include some reference to your work from R068 (market research findings, customer profile, trainer design and financial overview).
- Practise your pitch out loud to yourself to make sure it makes sense and you can keep to the correct timings.
- Make sure you produce two supporting visual aids. A printout of the presentation slides can be provided as a visual aid but it does not count as a visual aid to hand out. The visual aid to hand out could include props, a mood board from R068, advert storyboard/mock-ups.
- Annotate your practice pitch materials to show the changes that you have made.

### Topic Area 3: Plan and pitch a proposal – Part One

| Mark Band 1: 1-2 marks  | Mark Band 2: 3-4 marks  | Mark Band 3: 5-6 marks   |
|---|---|--|
| <b>Briefly</b> explains factors for consideration when planning a pitch for a business proposal.                                | <b>Adequately</b> explains factors for consideration when planning a pitch for a business proposal.   | <b>Comprehensively</b> explains factors for consideration when planning a pitch for a business proposal.                   |
| Resources/supporting materials produced are <b>superficial</b> with <b>limited</b> thought to the needs of the target audience. | Resources/supporting materials produced are <b>adequate</b> showing <b>some</b> thought has been given to the needs of the target audience. | Resources/supporting materials produced are <b>detailed</b> and <b>fully</b> tailored to the needs of the target audience. |
| Responses to possible questions that the audience may pose are <b>briefly</b> considered.                                       | Responses to possible questions that the audience may pose are <b>adequately</b> considered.  | Responses to possible questions that the audience may pose are <b>fully</b> considered.                                    |

### Topic Area 3: Plan and pitch a proposal – Part Two

| Mark Band 1: 1-2 marks  | Mark Band 2: 3-4 marks  | Mark Band 3: 5-6 marks  |
|---|---|---|
| <b>Basic or no</b> support offered to peers during their practice pitch.                              | <b>Some</b> support offered to peers during their practice pitch.                                   | <b>Effective</b> support offered to peers during their practice pitch.                        |
| <b>Limited</b> refinement of pitching skills, pitch plans and supporting materials based on feedback. | <b>Sound</b> refinement of pitching skills, pitch plans and supporting materials based on feedback. | <b>Fully</b> refines pitching skills, pitch plans and supporting materials based on feedback. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

## Task 4 – Pitch your business proposal to an audience

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Topic Area 3 is assessed in this task.

Following the practice pitch you delivered in Task 3, you must pitch your proposal to your co-owners who will decide whether or not they wish to produce your trainers.

Your pitch must last 5 – 10 minutes.

In your professional pitch you must demonstrate:

- the use of appropriate media/visual aids/supporting materials
- effective presentation skills
- time management skills
- appropriateness of your pitch to meet the needs of the audience
- persuasiveness to encourage your audience to produce your trainers
- ability to answer questions asked by your audience.

Your pitch will be carried out to an audience of at least two people, one of which may be your teacher and the other will be independent of the class. If the audience is two independent people, your teacher will still supervise your pitch.

Your evidence must include the Teacher Observation Record **and** any supporting materials or visual aids you have used.

Total marks for Task 4: 15 marks

### Advice

- Practise your amended pitch to familiarise yourself with the changes made and remain within the allocated time.
- Make sure you use two supporting visual aids. A printout of the presentation slides can count as a visual aid but it does not count as a visual aid to hand out.

**Topic Area 3: Plan and pitch a proposal**

| <b>Mark Band 1: 1-5 marks</b>  | <b>Mark Band 2: 6-11 marks</b>  | <b>Mark Band 3: 12-15 marks</b>  |
|--|---|--|
| Visual aids, resources and supporting materials are used with <b>limited</b> effectiveness to aid delivery of the pitch. | Visual aids, resources and supporting materials are used with <b>adequate</b> effectiveness to aid delivery of the pitch. | Visual aids, resources and supporting materials are used with <b>full</b> effectiveness to aid delivery of the pitch.                        |
| A <b>basic</b> outline of the business proposal is presented using <b>limited</b> presentation skills.                   | An <b>adequate</b> outline of the business proposal is presented using <b>sound</b> presentation skills.                  | A <b>comprehensive</b> outline of the business proposal is presented using <b>effective</b> presentation skills.                             |
| Demonstrates <b>basic</b> time management skills.  | Demonstrates <b>sound</b> time management skills.   | Demonstrates <b>effective</b> time management skills.  |
| <b>Limited</b> evidence of consideration given to tailoring the pitch to meet the needs of the audience.                 | <b>Some</b> evidence of consideration given to tailoring the pitch to meet the needs of the audience.                     | <b>Clear</b> evidence of consideration given to tailoring the pitch to meet the needs of the audience.                                       |
| <b>Basic</b> content in the pitch to persuade the business to produce the product.                                       | <b>Adequate</b> content in the pitch to persuade the business to produce the product.                                     | <b>Clear</b> and <b>effective</b> content in the pitch to persuade the business to produce the product.                                      |
| <b>Limited</b> answers are given to questions posed.   | <b>Adequate</b> answers are given to questions posed.   | <b>Fully</b> justified answers are given to questions posed, demonstrating a full understanding of the proposal and potential issues raised. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

## Task 5 – Reflect on your pitch and business proposal

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Topic Area 4 is assessed in this task.

Now you have delivered your professional pitch, you must reflect on the whole experience by reviewing your pitching skills, brand and promotional campaign as well as your product proposal for R068. Within your reviews you should 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 One** – Carry out a review of your pitching skills.

You **must**:

- Review your performance after completing your professional pitch. Within your review you must explain your strengths and areas for development. You must include the following aspects:
  - verbal communication (e.g. clarity, tone of voice, voice projection, use of formal/informal language, pace)
  - non-verbal communication (e.g. body language, posture, eye contact, confidence, visual aids, gestures)
  - visual aids (e.g. design, amount of content, appropriateness)
  - time management
  - ability to answer questions from the audience
  - value of rehearsing and practicing your pitch
  - feedback received from others.

**Part Two** – Carry out a review of the likely overall success of the business proposal using a range of evidence.

You **must**:

- Review your business proposal, identifying strengths **and** areas for development. You must review the following aspects:
  - costs** for your product (Unit R068, Task 5, plus your knowledge from Unit R067, TA3.1)
  - relevance and appeal of your **brand** (Unit R069, Task 1) to your identified **customer profile** (Unit R068, Task 2)
  - suitability of the **brand personality** to your product proposal (Unit R069, Task 1)
  - your **promotional campaign** (Unit R069, Task 2)
  - your **promotional materials** (Unit R069, Task 2) and the approximate costs of producing them
- Explain the likely overall success of your product proposal.
- Assess future developments/recommendations for further refinement of the brand and promotional campaign.

Total marks for Task 5: 12 marks

## Advice

- Ensure you consider all bullet points in both Part One and Part Two.
- When reviewing your pitch, brand personality and promotional campaign, ensure you consider both strengths and areas for development.
- In Part Two you should refer to your product proposal from R068 as well your brand personality and promotional campaign from this unit.

### Topic Area 4: Review a brand proposal, promotional campaign and professional pitch – Part One

| Mark Band 1: 1-2 marks   | Mark Band 2: 3-4 marks  | Mark Band 3: 5-6 marks   |
|--|---|--|
| A <b>basic</b> review of own pitch/pitching skills is completed. Strengths and areas for development regarding the pitch/pitching skills are <b>briefly</b> described. | A <b>sound</b> review of own pitch/pitching skills is completed. Strengths and areas for development regarding the pitch/pitching skills are <b>adequately</b> explained. | A <b>comprehensive</b> review of own pitch/pitching skills is completed. Strengths and areas for development regarding the pitch/pitching skills are <b>fully</b> explained. |

### Topic Area 4: Review a brand proposal, promotional campaign and professional pitch - Part Two

| Mark Band 1: 1-2 marks  | Mark Band 2: 3-4 marks  | Mark Band 3: 5-6 marks  |
|---|---|---|
| A <b>basic</b> review of your business proposal is completed using a <b>limited</b> range of evidence. Strengths and areas for future development of your business proposal are <b>briefly</b> described. | A <b>sound</b> review of your business proposal is completed using a range of evidence. Strengths and areas for future development of your business proposal are <b>adequately</b> explained. | A <b>comprehensive</b> review of your business proposal is completed using a range of evidence. Strengths and areas for future development of your business proposal are <b>comprehensively</b> assessed. |
| The likely success of the business proposal is <b>briefly</b> explained.  | The likely success of the business proposal is <b>adequately</b> explained.   | The likely success of the business proposal is <b>comprehensively</b> explained.  |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

# Marking criteria words

The tables below show the descriptor words that will be used in the marking criteria grids. They explain the type of evidence that you should expect to see to meet each descriptor word.

## Mark Band 1 (MB1) words:

| Word                 | Meaning   |
|----------------------|---|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>• Work includes the minimum required. It is a starting point but is simplistic and not developed.</li> <li>• Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.</li> </ul> |
| <b>Brief/Briefly</b> | <ul style="list-style-type: none"> <li>• Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.</li> </ul>   |
| <b>Dependent</b>     | <ul style="list-style-type: none"> <li>• The student can perform a task when given regular assistance or help.</li> </ul>   |
| <b>Few</b>           | <ul style="list-style-type: none"> <li>• Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.</li> </ul>  |
| <b>Inefficient</b>   | <ul style="list-style-type: none"> <li>• Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.</li> </ul>  |
| <b>Limited</b>       | <ul style="list-style-type: none"> <li>• Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding.</li> <li>• Work produced is a starting point rather than a developed process, concept or output.</li> </ul>                 |
| <b>Minimal</b>       | <ul style="list-style-type: none"> <li>• Includes very little in amount or quantity required.</li> </ul>  |
| <b>Simple</b>        | <ul style="list-style-type: none"> <li>• Includes a small number of relevant parts, which are not related to each other.</li> </ul>   |
| <b>Superficial</b>   | <ul style="list-style-type: none"> <li>• Work completed lacks depth and detail.</li> </ul>  |

**Mark Band 2 (MB2) words:**

| <b>Word</b>             | <b>Meaning</b>   |
|-------------------------|--|
| <b>Adequate(ly)</b>     | <ul style="list-style-type: none"> <li>• Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.</li> </ul>  |
| <b>Assisted</b>         | <ul style="list-style-type: none"> <li>• The student can perform a task with occasional assistance or help.</li> </ul>   |
| <b>Part(ly)/Partial</b> | <ul style="list-style-type: none"> <li>• To some extent but not completely.</li> <li>• Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed.</li> <li>• Work produced results in a process, concept or output that would be useable for its purpose.</li> </ul> |
| <b>Some</b>             | <ul style="list-style-type: none"> <li>• Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.</li> </ul>  |
| <b>Sound</b>            | <ul style="list-style-type: none"> <li>• Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed.</li> <li>• Applies understanding and skills to produce the wanted or intended result in a way that would be useable.</li> </ul>  |

**Mark Band 3 (MB3) words:**

| <b>Word</b>              | <b>Meaning</b>  |
|--------------------------|---|
| <b>Accurate(ly)</b>      | <ul style="list-style-type: none"> <li>• Acting or performing with care and precision.</li> <li>• Correct in all details.</li> </ul>  |
| <b>All</b>               | <ul style="list-style-type: none"> <li>• Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.</li> </ul>   |
| <b>Clear(ly)</b>         | <ul style="list-style-type: none"> <li>• Focused and accurately expressed, without ambiguity.</li> </ul>  |
| <b>Complex</b>           | <ul style="list-style-type: none"> <li>• Includes many relevant parts, all of which relate to each other logically.</li> </ul>  |
| <b>Comprehensive(ly)</b> | <ul style="list-style-type: none"> <li>• The work produced is complete and includes everything required to show depth and breadth of understanding.</li> <li>• Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.</li> </ul> |
| <b>Consistent(ly)</b>    | <ul style="list-style-type: none"> <li>• A level of performance which does not vary in quality over time.</li> </ul>  |
| <b>Critical</b>          | <ul style="list-style-type: none"> <li>• Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.</li> </ul>  |
| <b>Detailed</b>          | <ul style="list-style-type: none"> <li>• Gives point by point consideration of all the key information.</li> </ul>  |
| <b>Effective</b>         | <ul style="list-style-type: none"> <li>• Applies the skills required to the task and is successful in producing the desired or intended result.</li> <li>• The work produced is effective in relation to a brief.</li> </ul>  |
| <b>Efficient</b>         | <ul style="list-style-type: none"> <li>• Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources.</li> </ul>   |
| <b>Full(y)</b>           | <ul style="list-style-type: none"> <li>• Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed.</li> <li>• Work produced results in a process, concept or output that would be fully fit-for-purpose.</li> </ul>                   |
| <b>Independent(ly)</b>   | <ul style="list-style-type: none"> <li>• The student can perform a task without assistance or reliance on others.</li> </ul>  |
| <b>Justify/Justified</b> | <ul style="list-style-type: none"> <li>• The reasons for doing something are explained in full.</li> </ul>  |
| <b>Most(ly)</b>          | <ul style="list-style-type: none"> <li>• Includes nearly all of what is expected to be included.</li> </ul>   |
| <b>Wide (ranging)</b>    | <ul style="list-style-type: none"> <li>• Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.</li> </ul>   |

# Practice Pitch Feedback Form – Task 3 (Part Two)

This form is to be used to record what has been observed during the delivery of the practice pitch in Task 3.  
**The pitch should be to at least two other students**

|  |  |
|--|--|
| <b>Student name (delivering the pitch):</b>  |  |
| <b>Qualification:</b>  | Cambridge OCR Level 1/ Level 2 Cambridge National in Enterprise and Marketing              |
| <b>Unit number and title:</b>  | Unit R069: Market and pitch a business proposal<br>Topic Area 3: Plan and pitch a proposal |
| <b>Date of practice pitch:</b>   |  |
| <b>Description of activity being carried out by the student:</b>   |  |
| <p>When giving feedback to the student 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 student 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 student project a confident image?</li> <li>• Did they seem enthusiastic?</li> <li>• Was the student persuasive?</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? Were they able to answer the questions satisfactorily?</li> </ul> |  |

**Feedback:**

SAMPLE

**Reviewer name:**

**Reviewer signature:**

**Date:**

# Teacher Observation Record – Task 4

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

|   |  |
|---|--|
| <b>Student name:</b>                                |  |
| <b>Qualification:</b>                               | Cambridge OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing |
| <b>Unit number and title:</b>                       | Unit number: R069  |
|   | Unit title: Market and pitch a business proposal                             |
| <b>Activity observed:</b>                           | Pitch your business proposal to an audience                                  |
|   | Task 4   |
| <b>Date activity completed:</b>                     |  |
| <b>Additional evidence</b><br>(see guidance notes): |  |

Pitch to an external panel of at least two people. One can be the teacher, at least one **must** be an independent witness.

| INDEPENDENT WITNESS SECTION:                          |  |                  |  |
|---|--|------------------|--|
| <b>Independent witness 1 name:</b>                    |  | <b>Job role:</b> |  |
| <b>Independent witness 1 signature</b>                |  | <b>Date:</b>     |  |
| <b>Independent witness 2 name:</b><br>(optional)      |  | <b>Job role:</b> |  |
| <b>Independent witness 2 signature:</b><br>(optional) |  | <b>Date:</b>     |  |

Number of people on external panel

Length of presentation (in minutes):

The student evidenced the following presentation skills:

| Pitching/presentation skill:  | Basic/<br>Limited | Mostly<br>Effective/<br>Adequate | Professional/<br>Comprehensive/<br>Well developed |
|---|-------------------|----------------------------------|---|
| Personal appearance to demonstrate the intended image   |                   |                                  |   |
| Verbal skills (e.g. clarity, tone of voice, voice projection, pace, formal/informal language, persuasiveness) |                   |                                  |   |
| Non-verbal skills (e.g. body language, posture, eye contact, confidence, 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)  |                   |                                  |   |

|   |  |  |  |
|---|--|--|--|
| Able to respond to questions from the panel |  |  |  |
|---|--|--|--|

**TEACHER SECTION:**

**How and where did the student complete the activity?**  
**Your response must provide details of what the student did and how this relates to the relevant marking criteria.** The student's mark for the activity does not need to be recorded here.

*(Large empty area for teacher response, overlaid with a large 'SAMPLE' watermark)*

**STUDENT SECTION:**

|   |                              |
|---|------------------------------|
| I agree with my teacher's description of how I completed this activity. | Yes <input type="checkbox"/> |
|---|------------------------------|

Additional student comments:

*(Large empty area for student comments, overlaid with a large 'SAMPLE' watermark)*

|                           |  |              |  |
|---------------------------|--|--------------|--|
| <b>Student signature:</b> |  | <b>Date:</b> |  |
| <b>Teacher signature:</b> |  | <b>Date:</b> |  |
| <b>Teacher name:</b>      |  |              |  |

# Teacher Observation Record guidance notes

The class teacher, independent witness(es) and student being observed are responsible for completing this form.

## External panel

- Should be at least two people.
- One can be the class teacher (but does not have to be), the other must be (or both can be) independent of the class.
- When there are two independent witnesses, the teacher will still need to supervise the pitch.
- The independent witness(es) could be: another teacher who does not teach the class; an external business person; a school governor, a member of the school leadership team. This list is not exhaustive, but it should not be another student.

An independent witness should be a suitable person who may have competence or knowledge in carrying out business presentations. They will need to be able to judge the presentation skills and performance of the student and discuss their judgements with the teacher.

The Teacher Observation Record is used by the teacher to detail the observations of a student completing the pitch. The teacher must detail how and where the student completed their pitch, including reference to relevant marking criteria, this will be informed by discussion with the independent witness(es). The evidence provided must be individual to the student.

The Teacher Observation Record is also used to show that the student agrees with the teacher's assessment of this activity.

The information given by the teacher must be shared with the student for the student to agree, or otherwise. If the student does not agree with the teacher's and/or other panel member(s)' comments, they must have the chance to talk about these further with the teacher to reach an agreed outcome **before** the work is submitted for moderation.

Both the teacher, the independent witness(es) and student must sign and date the form to provide evidence of this agreement.

Additional evidence of the student completing the activity (e.g. presentation, handouts or any recording) must also be provided with the form.

## Teacher observation records must:

- describe what the teacher and/or the independent witness(es) observed the student doing
- include how well the activity was completed and the reasons for this judgement with reference to the marking criteria
- include confirmation from the student that they agree with the comments and reasons
- be accompanied by additional evidence as required of Task 4.

## Teacher observation records must not:

- be a simple repeat of the marking criteria
- be completed by anyone but the **class** teacher, the independent witness(es) and the student completing the activity
- be written by the student for the teacher to sign
- contain just a list of skills
- be used to evidence the achievement of a whole unit or task in isolation.

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