

CAMBRIDGE NATIONALS

Moderators' report

ENTERPRISE AND MARKETING

J819

R065, R066 Summer 2022 series

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Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Unit R065 General overview

Effective organisation and presentation of evidence for this unit is very important. Most of the work seen this series was well organised and followed the order of the tasks. This aided the moderation process.

When entering candidates for this unit make sure the correct code is used. Some centres incorrectly selected 01 (repository) for postal (02) entries. Work can also be uploaded to Submit for Assessment. Electronic filenames need to contain enough information so that the correct task can be identified.

The latest version of the Unit Recording Sheet (URS) should be completed for all candidates. Once downloaded, this version is interactive, so all individual marks are added up automatically. Some centres had clerical errors where these numbers were not added up correctly or accurately transcribed to the mark sheet on interchange. The effective completion of the URS was very inconsistent this series. Some centres demonstrated good practice by including comments that signposted the moderator to where the evidence was located.

This was the final series for Progress Ahead legacy. For January and June 2023 only Progress Ahead 2020 and Perfecta Pizza can be submitted.

Page numbering is required (can be handwritten) so that the assessor can signpost on the URS where the different Learning Outcomes (LO) have been met.

The mark scheme uses standard command words that are highlighted in bold. These words are explained in a glossary at the back of the specification. This is a useful tool to aid assessment decisions.

This unit uses set assignments, so no amendments can be made to the scenarios or the tasks. The items included on the costing list are the only ones that the candidates can use to design their hat/pizza. No extra guidance notes or templates can be given to candidates to explain or help structure the tasks. These would be examples of malpractice.

For Progress Ahead (from September 2020), the areas of the set assignment that were overlooked by some candidates were:

- (i) the need to design a casual hat, therefore a wedding hat is not appropriate
- (ii) Progress Ahead will be selling the hat in its nationwide outlets, candidates are not deciding which shops will purchase the hat
- (iii) creative techniques must be used to help design their hat.

For Perfecta Pizza, the areas of the set assignment that were overlooked by some candidates were:

- (i) creative techniques must be used to help design their hat
- (ii) the restaurant has space for 45 diners but there will probably be a lunch, afternoon and evening service (if not more) so the maximum number of customers a day is not 45
- (iii) the pizza the candidates design is to be added to the range of pizzas sold by Perfecta Pizza, they do not just sell the one type of pizza.

Key point call out

The set assignment cannot be amended in anyway. In the same class some candidates can complete the Progress Ahead set assignment and some complete Perfecta Pizza.

OCR support



A video on completing the URS can be found on [YouTube](#).

Comments by LO

LO1 – Be able to identify the customer profile for a business challenge

Candidates who accessed higher mark bands were able to evidence detailed explanations of the full range of segmentation techniques listed in the unit content of the specification. Some centres were incorrectly awarding Mark Band (MB) 3 when candidates gave very brief descriptions of the segmentation techniques. Assessors must not give templates to candidates for them to complete. This would be a malpractice issue, there was evidence of this in some of the work moderated. Explanations without real life examples did not meet MB3.

Candidates need to create a customer profile for the type of customer they wish to target. Where this task was misinterpreted, candidates described the appeal of different types of hat/pizza to particular groups of people. Some candidates produced a creative piece of work to illustrate the features of their customer profile while others wrote a paragraph. Both methods are valid. Using features of the customer profile throughout the work enables candidates to access the higher mark bands. Once Covid adaptations have been removed, candidates need to consider that their market research will have to be conducted on people in their customer profile. Candidates using 14-16 year olds for their customer profile find market research more accessible.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

LO2 – Be able to complete market research to aid decisions relating to a business challenge

To move up the mark bands in LO2 part 1, candidates need to complete more detailed explanations about their chosen market research methods. Reference to the specification will highlight the methods that could be included.

Some candidates did not complete the work on their chosen sampling methods, simply writing in theory about the methods they had studied. High marks cannot be given without this work evident.

For LO2 part 2, candidates create market research tools. At this point they have decided their customer profile but still not designed a hat/pizza. A minimum of two market research tools must be created. See the specification for the full range of examples, but this could include a questionnaire, competitor analysis data sheet, focus group questions, observation sheet. The research needs to be completed before the hat/pizza has been designed. The most common tools seen this series were questionnaires and competitor analysis data collection sheets.

Some candidates copied and pasted images of hats/pizza from various websites. This did not allow them to gain marks for creating a market research tool. Planning what they needed to find out, designing a data collection sheet and then completing internet research would allow candidates to access the higher mark bands of this LO.

High marks were given by some centres for very brief analysis of only one research tool. This area was the most common area where marks were reduced at moderation. Analysis needs to be more than just repeating what can be seen in the graph to access above MB1. Candidates need to make links to their customer profile when analysing their findings. For example, a graph showing price people were prepared to pay should draw conclusions about the highest price that could be charged for the hat/pizza to maximise sales.

Misconception



Candidates must decide on the type of hat/pizza they want to design **after** they have completed and analysed their research.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

LO3 – Be able to develop a design proposal for a business challenge

There was a lot of very creative work seen for this LO. Drawing skills are not being assessed when candidates are designing their hats/pizzas. However, candidates should be encouraged to show care in producing their ideas. Using a computer-generated blank template that they then colour in and enhance is acceptable.

For Progress Ahead and Perfecta Pizza, candidates need to use creative techniques to generate their ideas. Examples of SCAMPER, mind maps, thought showers and mood boards were seen. Centres are encouraged to teach these as techniques so candidates can use them in their work.

Marks were reduced at moderation due to limited explanations of the advantages and disadvantages of their designs. Annotations on the designs relating to colour, material, etc., for hats and base, toppings etc for pizzas are needed. Links need to be made to their customer profile. One of the designs then needs to be selected. Candidates then fully explain why they have selected this design based on their market research outcomes and customer profile. It was not always clear which hat/pizza they had selected as their final design. Simply numbering their designs would help with this.

Candidates must complete a self-assessment and gather peer feedback on their final design. Some detailed peer feedback was seen when the candidates designed a data collection sheet. The assessor must not design a data collection sheet as this contravenes the rules of the set assignment. Some candidates designed their hat/pizza on A3 paper and then clearly passed this around the class for their peers to add comments. The candidate then effectively summarised this feedback and used this to inform decisions regarding modifying the design. Some candidates showed no evidence of modifying their designs so therefore marks were reduced.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

LO4 – Be able to review whether a business proposal is viable

Candidates must use the financial data provided by OCR in the relevant set assignment to complete their calculations. There must be no changes or additions to this data. Both set assignments provide a bullet pointed list of the calculations that need to be completed. In order to reach the higher mark bands candidates are not expected to write up their results in great depth. Accurately completing the calculations, using realistic figures, along with written justifications for their decisions will help candidates to reach MB3. Assessors must check the accuracy of calculations when awarding marks. Incorrect figures were given MB3 by some assessors.

The break-even analysis can be completed using excel or a calculator. A template on excel must not be prepared by the assessor for the candidates to input their figures. Again, incorrect figures were given MB3 by some assessors.

A risk assessment is completed that assesses the risks when launching a new product (e.g., losing money, overspending a budget, loss of investment). Candidates had correctly considered the effects of lockdowns on the scenarios for both set assignments.

To conclude their work, candidates evaluate the financial viability of their business proposal. For R065 the hat/pizza design may not be viable, but candidates will struggle to pitch an idea in R066 that they have already concluded is not viable. Making changes to the quantity sold, price sold, etc., could help to make the design viable.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

Unit R066 General overview

Candidates must have completed the OCR set assignment for R065 before starting this unit. The units can be submitted for moderation in the same assessment series or in different windows (January and June available). A candidate must complete the same scenario for both R065 and R066 i.e. either Progress Ahead for both units or Perfecta Pizza for both units.

Effective organisation and presentation of evidence for this unit is very important. Some of the work seen this series was well organised and followed the order of the tasks. This aided the moderation process.

When entering candidates for this unit make sure the correct code is used. Some centres incorrectly selected 01 (repository) for postal (02) entries. Work can also be uploaded to Submit for Assessment. Electronic filenames need to contain enough information so that the correct task can be identified.

This was the final series for Progress Ahead legacy. For January and June 2023 only Progress Ahead 2020 and Perfecta Pizza can be submitted.

The latest version of the Unit Recording Sheet (URS) should be completed for all candidates. Once downloaded, this version is interactive, so all individual marks are added up automatically. Some centres had clerical errors where these numbers were not added up correctly or accurately transcribed to the mark sheet on. interchange. The effective completion of the URS was very inconsistent this series. Some centres demonstrated good practice by including comments that signposted the moderator to where the evidence was located.

Page numbering is required (can be handwritten) so that the assessor can signpost on the URS where the different Learning Outcomes (LO) have been met.

There were some malpractice issues linked to the pitch and incorrect completion of the witness statement. These are detailed under LO3 below.

The mark scheme uses standard command words that are highlighted in bold. These words are explained in a glossary at the back of the specification. This is a useful tool to aid assessment decisions.

This unit uses set assignments so no amendments can be made to the scenarios or the tasks. No extra guidance notes or templates can be given to candidates to explain the tasks.

A misconception by some centres was that a copy of presentation slides used for the pitch would meet all the LOs. Presentation slides will not contain sufficient information on their own to meet all the LOs. For example, Task 1 contains theory that would not be included in a pitch for a specific hat/pizza.

Set assignments

The set assignment cannot be amended in anyway. In the same class you can have some candidates completing the Progress Ahead set assignment and some completing Perfecta Pizza.

OCR support



A video on completing the URS can be found on [YouTube](#).

Comments by LO

LO1 – Be able to develop a brand identity and promotional plan to target a customer profile

Although not part of the assessment, it is recommended that the candidate includes an introduction to this unit. This should summarise their customer profile, market research findings and the hat/pizza they have designed. The moderator is very unlikely to be moderating that same candidate's work for R065 and so this introduction helps put the work in context.

Part 1 of this task requires a theoretical element to start with where candidates explain why businesses use different branding methods and techniques.

The customer profile designed in Task 1 R065 needs to be referenced when candidates are assessing the likely success of the brand identity. They must also reference their customer profile when considering the appeal of their promotional mix.

To move up the mark bands it is the amount of detail, justification, and extent to which the methods complement each other that is important rather than writing briefly about five or six methods. Some candidates did not justify the combination of branding methods they had selected or the promotional methods. This restricted achievement in the top mark bands and marks were reduced.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

LO2 – Be able to plan a pitch for a proposal

Candidates plan their pitch including an explanation of the factors they need to take into account when planning to deliver a pitch. To move up the mark bands for this task, candidates need to explain the factors in more detail.

Candidates who accessed higher mark bands were able to evidence detailed explanations of the full range of factors listed in the unit content of the specification. The responses given by candidates who were given lower mark bands were under-developed. Some centres were incorrectly awarding MB3 when candidates simply listed factors that should be considered.

Candidates need to produce the resources and supporting materials they need for their pitch. Some candidates only produced presentation slides to cover this section. This is insufficient evidence as even in MB1 the requirement is plural. If presentation slides are used this would meet 'at least one supporting visual aid'. Candidates also need a script (prompt cards would also be acceptable) and a 'supporting material'. The supporting material could be a relevant handout, sample of the hat/pizza, mood board, example of promotional material.

Possible questions from the panel and responses must be planned for. This was not completed by all candidates sampled.

This LO had a low standard of evidence produced by some candidates who were given high marks by their assessors. Completing the practice pitch is not part of LO2, this is purely planning the pitch.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

LO3 – Be able to pitch a proposal to an audience

In LO3 part 1, candidates need to practice the pitch they have planned to use the resources and supporting materials developed for LO2 above. The pitch needs to be completed in front of at least one of their peers. The teacher does not give feedback on the practice pitch.

The practice pitch feedback form found in the set assignment must be used and submitted. The centre must not create their own form for this task. The form contains a list of areas that their peer should consider when giving feedback. Detailed feedback needs to be provided under each area.

Each candidate will have two practice pitch feedback forms in their work. One shows their role as the pitcher and the other in their role of giving peer feedback. Some centres did not submit the required number of forms for each candidate.

The feedback received, along with a self-assessment enables the candidate to refine their pitch and supporting materials. Evidence must be submitted to show that the candidate has refined their work. If using presentation slides, an annotated first draft showing improvements needed, followed by a final version would evidence this. This does not have to be shown for every slide. Some candidates showed no evidence of refining their pitch based on feedback and so marks were reduced at moderation.

LO3 part 2 is given for how well the candidate uses their resources and support materials during the professional pitch. It is not for the design of these, they have already gained a mark for this in LO2 – planning the pitch.

Candidates need to pitch their proposal to a decision-making panel for LO3 part 3. Once Covid adaptations are removed, this needs to include at least two independent witnesses. The assessor cannot be one of the two independent witnesses who complete the witness statement. These witnesses need to be adults. Other students in the centre cannot be witnesses. A malpractice issue will arise if the two witnesses are not independent.

The professional pitch witness statement found in the set assignment must be completed in full (signatures and roles) and submitted. This will form the basis of the assessor's decision for this mark. The titles of the tick boxes are linked to the mark bands so it is important that the witnesses are aware of this to make sure the assessor can make accurate decisions. The centre must not create their own form for this task as this is malpractice.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

OCR support



[Exemplar completed practice pitch feedback forms](#) can be found on the qualification webpage.

LO4 – Be able to review the strengths and weaknesses of a proposal and pitch

Candidates need to review the strengths and weaknesses of their pitch/pitching skills and their business proposal. Areas for development of their pitch/pitching skills and business proposal must be identified and then explained.

Some of the work seen this series did not include areas for development and so marks were limited for this LO. The set assignments signpost the contents for each of these reviews. For the business proposal review, candidates are not reviewing how well they completed the tasks.

In order to reach the higher mark band all items in the bullet pointed list must be included to make it a comprehensive and detailed review. Some work seen this series did not remain at the top mark band after moderation due to lack of detail and consideration of all aspects needed for the review.

OCR support



Sample candidate answers to support this LO, can be found on the [qualification webpage](#) under the heading Candidate exemplars

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