Moderators' report

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KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Enterprise and Marketing

J837
For first teaching in 2022 | Version 1

R068-R069 Summer 2024 series

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Introduction

Our 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 on accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation, and comment on the quality of centre assessment decisions against individual Learning Objectives. The 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 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.

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Please note, the content for this report is based on candidate work submitted in the June 2024 series. It is possible that not all units are covered within the report, however candidate style work and candidate exemplars from the 2023 series are available for all internally-assessed units on Teach Cambridge .

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Unit R068 General overview

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

The Unit Recording Sheet (URS) should be fully completed for all candidates. Once downloaded, this document 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. Some centres demonstrated good practice by including comments that signposted the moderator to where the evidence was located.

This was the final series for submission of Ali's Ice Cream Treats as the theme for R068. For January and June 2025 only Class Designs can be submitted for R068 (available to download from Teach Cambridge). Please note R069 is generic so candidates use the same theme for that unit as they did for R068.

Page numbering is required (can be handwritten) so that the assessor can signpost on the URS where the different tasks can be found in the work.

The mark bands use standard command words that are highlighted in bold. These words are explained in a glossary at the back of the set assignment. This is a useful tool to aid assessment decisions.

This unit uses a set assignment, 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 ice cream.

No additional guidance notes or templates can be given to candidates to explain or help structure the tasks. These would be examples of malpractice.

Performance objective (PO) 1 – recall knowledge and show understanding is not assessed in this unit. The tasks do not ask the candidates to recall knowledge. All marks are for application (PO2), analysis and evaluation (PO3) and demonstration of skills (PO4). Therefore, producing theoretical work does not gain any marks and takes away candidate time from completing the set tasks. Understanding is shown through application, analysis, evaluation, and demonstration of skills.

Best fit marking is used to determine a mark for each task. Missing part of a task therefore does not mean the candidate scores zero for that task. Some centres were very harsh when awarding marks in Mark Band (MB) 1 as they did not use best fit marking.

Assessment for learning
Reading and understanding the scenario is vital as it contains 'hooks' for candidates. These are particularly useful for Task 5.

Misconception
Candidates should not be writing theory (PO1). It is not assessed in this unit and gains no marks.

Comments by Task

Task 1 – Market research

Candidates start this task by explaining the overall aims of their market research, using Ali's Ice Cream Treats scenario to guide them.

Some candidates did not select and give reasons for their chosen sampling methods, instead, incorrectly just writing in theory about the methods they had studied. For convenience, most candidates chose to sample other students in their class. This is acceptable but can lead to very similar findings, customer profiles and designs across the class.

Candidates must create three market research tools (two primary and one secondary); see the specification for the full range of examples, but this could include a questionnaire, competitor analysis data sheet, focus group questions, or observation sheet. The research needs to be completed before the customer profile has been selected and the ice cream designed. The most common tools seen this series were questionnaires, focus groups and competitor analysis data collection sheets.

Some candidates copied and pasted images of ice creams 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 is required. If three tools are not created then the mark for that strand is limited to MB1.

High marks were given by some centres for very brief analysis of only one or two research tools. 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.

Task 2 – How to identify a customer profile

Assessors must not give templates to candidates for them to complete their customer profile. This would be a malpractice issue.

Candidates need to create a customer profile based on their market research findings. If they have completed primary research on their peers then it would not be expected that the customer profile was a person in their 30s or a much younger child. 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. They do not need to select a specific person although they can do this to help them focus their thoughts.

This task has a second bullet point; 'justify your customer profile with reference to your market research findings'. It was evident that some centres missed out this part of the task but had given marks as if it had been completed. Marks were reduced at moderation.

Task 3 – Develop a product proposal

Candidates need to start Task 3 by creating the outline of the design mix for their ice cream. This does not just mean design your ice cream. The design mix refers to function, aesthetics and economic manufacture. Reasons need to be given for the design mix they have chosen.

This task clearly states that candidates need to generate only two ice cream ideas, but they must use a different creative technique for each design idea. This was not always evident in the work sampled. Creative techniques seen included SCAMPER, mind maps, thought showers, brain shifters and mood boards. Centres are encouraged to teach these as techniques as candidates must use them in their work.

The set assignment states the requirements of the ice cream. This must be adhered to, and the costs must come from the list on pages 4-5.

There was a lot of very creative work seen for this task. Drawing skills are not being assessed when candidates are designing their ice creams. 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. Annotations on the designs relating to colour, material etc are needed.

Candidates then describe how they used their design mix and market research findings to inform one of the designs. It was not always clear which ice cream they had selected for this part of the task. Simply numbering their designs would help with this.

Task 4 – Develop a product proposal

Task 4 starts with a self-assessment of both designs. Candidates then need to obtain verbal and written feedback on both designs. It should be noted that this is one bullet point out of five in a nine mark task. The MB3 requirement states 'detailed refence is made to the self-assessment and the verbal and written feedback gathered. Some assessors are asking candidates to do far more than is needed for this part. As a minimum candidates could show peers a picture of their ice cream and ask them what they think of it. The candidate then makes a note of this verbal feedback. They then give post it notes to other peers and ask them to write comments about their ice cream and stick them on the design.

Some far too detailed peer feedback was seen when the candidates designed a questionnaire and created graphs of their findings. This is far more than is required for MB3 for that bullet point. It means that candidates are spending too long on this task and not benefiting from it.

The assessor must not design a data collection sheet or comment card for collecting feedback, as this contravenes the rules of the set assignment. Some candidates showed no evidence of modifying their designs so therefore marks were reduced.

Task 5 – Review whether a business proposal is financially viable

Part 1

Candidates must use the financial data provided by OCR in the set assignment to complete their calculations. There must be no changes or additions to this data as this would be malpractice. The set assignment provides a bullet pointed list of the calculations that need to be completed. To reach the higher mark bands candidates must accurately complete their calculations. Assessors must check the accuracy of calculations when awarding marks. A template on Excel must not be prepared by the assessor for the candidates to input their figures. Incorrect figures were given MB3 by some assessors.

The scenario at the beginning of the set assignment is particularly useful for this task when predicting the number of units sold in the first month. Ali's Ice Cream Treats was a small shop in a seaside town. Some candidates predicted numbers of ice cream based on the business being nationwide. This was not the scenario in the set assignment.

The price selected needs to align with the market research and the pricing strategy selected to gain marks in MB3 for this strand.

Part 2

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.

To complete this task, candidates evaluate the financial viability of their business proposal. For R068 the ice cream design may not be viable, but candidates will struggle to pitch an idea in R069 that they have already concluded is not viable. Making changes to the quantity sold, price, number of toppings etc could help to make the design viable.

Part 2 is a concise task as risks are not included here (see Task 6). This task was undermarked by some assessors.

Task 6 – Review the likely success of the business proposal

A risk assessment is completed that explains the risks and challenges that Ali's Ice Cream Treats may face when producing and launching their new product (e.g. losing money, overspending a budget, loss of investment). This must be fully applied to their specific ice cream and Ali's Ice Cream Treats, remembering that no marks are available for PO1. Some candidates incorrectly included a lot of theory and so gained no marks for this strand.

Candidates then evaluate the impact of the risks and challenges on the success of their proposal and how the impact of these risks and challenges could be minimised/overcome. In the tips' section candidates are encouraged to complete extra research to reach the higher mark bands. Any research completed here will be useful for R069.

OCR support
Candidate Exemplars are available on [Teach Cambridge](#) to support this task.

Unit R069 General overview

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.

The Unit Recording Sheet (URS) should be fully completed for all candidates. Once downloaded, this document 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. Some centres demonstrated good practice by including comments that signposted the moderator to where the evidence was located.

This unit uses a set assignment, so no amendments can be made to the scenarios or the tasks. No additional guidance notes or templates can be given to candidates to explain or help structure the tasks. These would be examples of malpractice. Please note R069 is generic so candidates use the same theme for that unit as they did for R068.

Page numbering is required (can be handwritten) so that the assessor can signpost on the URS where the different tasks can be found in the work.

The mark bands use standard command words that are highlighted in bold. These words are explained in a glossary at the back of the set assignment. This is a useful tool to aid assessment decisions.

Performance objective (PO) 1 – recall knowledge and show understanding, is not assessed in this unit. The tasks do not ask the candidates to recall knowledge. All marks are for application (PO2), analysis and evaluation (PO3) and demonstration of skills (PO4). Therefore, producing theoretical work does not gain any marks and takes away candidate time from completing the set tasks. Understanding is shown through application, analysis, evaluation and demonstration of skills.

Best fit marking is used to determine a mark for each task. Missing part of a task therefore does not mean the candidate scores zero for that task. Some centres were very harsh when awarding marks in Mark Band (MB) 1 as they did not use best fit marking.

A misconception by some centres was that a copy of presentation slides used for the pitch would meet all tasks. Presentation slides will not contain sufficient information on their own to meet all tasks.

Misconception
?   Candidates should not be writing theory (PO1). It is not assessed in this unit and gains no marks.

Comments by Task

Task 1 – Developing a brand

Part One

It is part of this task that the candidate must include a brief outline of their design and target customer profile from R068. This introduction helps put the work in context. Candidates just need to copy and paste from their R068 work.

When researching competitors' products, candidates can use the research they completed for R068, but that research did not focus on strengths, weaknesses and unique selling points. Some research scored low marks because it did not meet this task.

Part Two

The customer profile designed in Task 2 R068 needs to be referenced when candidates are assessing the likely success of the brand. They must also reference their customer profile and research findings. Three branding methods should be used, one of which must be a logo. It was not always clear that three methods had been used.

Some candidates did not justify the combination of branding methods they had selected but wrote about each method individually this limited the work for that particular strand to MB1.

Task 2 – Create a promotional campaign for your business proposal

The Key Performance Indicators (KPIs) and the objectives for the promotional campaign need to be explained. Remembering that there are no marks for theory (PO1), the KPIs and objectives should be applied to the scenario. Candidates must create three different types of promotional materials. These can all come from the advertising part of the specification, although a mix between advertising, sales promotion and public relations might be a way to target the customer profile. These materials need to be created. This could mean creating a social media post, designing a poster, etc. Candidates need to justify how well the methods complement each other, not just why they have chosen each method.

The timeframe can be a list, table or Gantt chart. Some candidates produced a timeframe but did not comment on it. The marking criteria asks candidates to consider the suitability of the timeframe not just create a timeframe. Some candidates did not consider the suitability and so their work was limited to MB1 for that strand.

Task 3 – Develop a pitch for your proposal

Part One

Candidates plan their pitch including an explanation of the factors they need to consider when planning to deliver a pitch. These factors need to apply to them and their pitch not just be theoretical. 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 'a visual aid'. Candidates also need speaker notes/prompt cards and a second visual aid to hand out. The second visual aid to hand out could be a relevant handout, mood board, example of promotional material. It is important that this is clearly labelled in the work for Task 3.

Possible questions from the panel and responses must be planned for. This part of Task 3 is not assessed during the professional pitch. This task is about planning, so candidates need to show that they have planned for questions and answers. This was not completed by all candidates sampled.

Part Two

Candidates need to practice the pitch they have planned using the resources and supporting materials developed in Part One above. The pitch needs to be completed in front of at least two of their peers. The teacher does not give feedback on the practice pitch. Each peer must complete the OCR Practice Pitch Feedback Form (PPFF). This is contained within the set assignment and can be found on Teach Cambridge as a separate word document. The centre must not create their own form for this task as this would be malpractice. The form contains a list of areas that their peers should consider when giving feedback. Detailed feedback needs to be provided under each area.

The candidate then watches the practice pitch of at least one of their peers and provides feedback on the PPFF. Therefore, each candidate will have at least three practice pitch feedback forms in their work. Two show their role as the pitcher and the other in their role of giving peer feedback. All forms must be fully completed including reviewer signature. 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.

Task 4 – Pitch your business proposal to an audience

The first marking grid for Task 4 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 Task 3; develop a pitch for your proposal.

Candidates need to pitch their proposal to an audience of at least two people. The assessor must supervise the pitch and complete the Teacher Observation Record. The other member(s) of the audience must be independent of the class. They must be adults. Other students in the centre cannot be witnesses. Please note only one independent witness is required.

The Teacher Observation Record (TOR) found in the set assignment must be completed in full (signatures and roles) and submitted. Some centres did not provide signatures at moderation. These forms had to go back to the centre for the signatures to be included which slows down the moderation process.

The TOR forms 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.

Task 5 – Reflect on your pitch and business proposal

Candidates need to review the strengths and areas for development of their pitch/pitching skills and their business proposal. There are two parts to the task but only one marking grid with a total mark of 12 marks.

Some of the work seen this series did not include areas for development and so marks were limited for this task. The set assignment signposts the content for each of these reviews. Candidates can use the bullet points provided to help make sure that they have covered all areas.

For the business proposal review, candidates are not reviewing how well they completed the tasks. Under the promotional materials bullet point candidates should consider the approximate costs of the producing the materials. There is no need to undertake extensive research, it is more the concept that a magazine advertisement will be more expensive than a social media post.

To reach the higher mark band all items in the bullet pointed list must be included to make it a comprehensive 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
i　　　Candidate Exemplars are available on Teach Cambridge to support this task.

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Enhance your skills and confidence in internal assessment

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- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately

- see examples of student work with commentary and feedback from OCR moderators

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Following this you can also complete a subject-specific **Focus on Internal Assessment** course for your individual Cambridge Nationals qualification, covering marking and delivery of the NEA units.

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