CAMBRIDGE NATIONAL IN

ENTERPRISE
AND MARKETING

OCR Level 1/Level 2 Cambridge National Certificate in Enterprise and Marketing J819
For first teaching September 2017

Version 3 - September 2019

A TEACHING AND LEARNING RESOURCE MENU

OCR
Oxford Cambridge and RSA

Cambridge NATIONALS

Below is a selection of the resources we provide for the Cambridge Nationals in Enterprise and Marketing

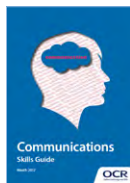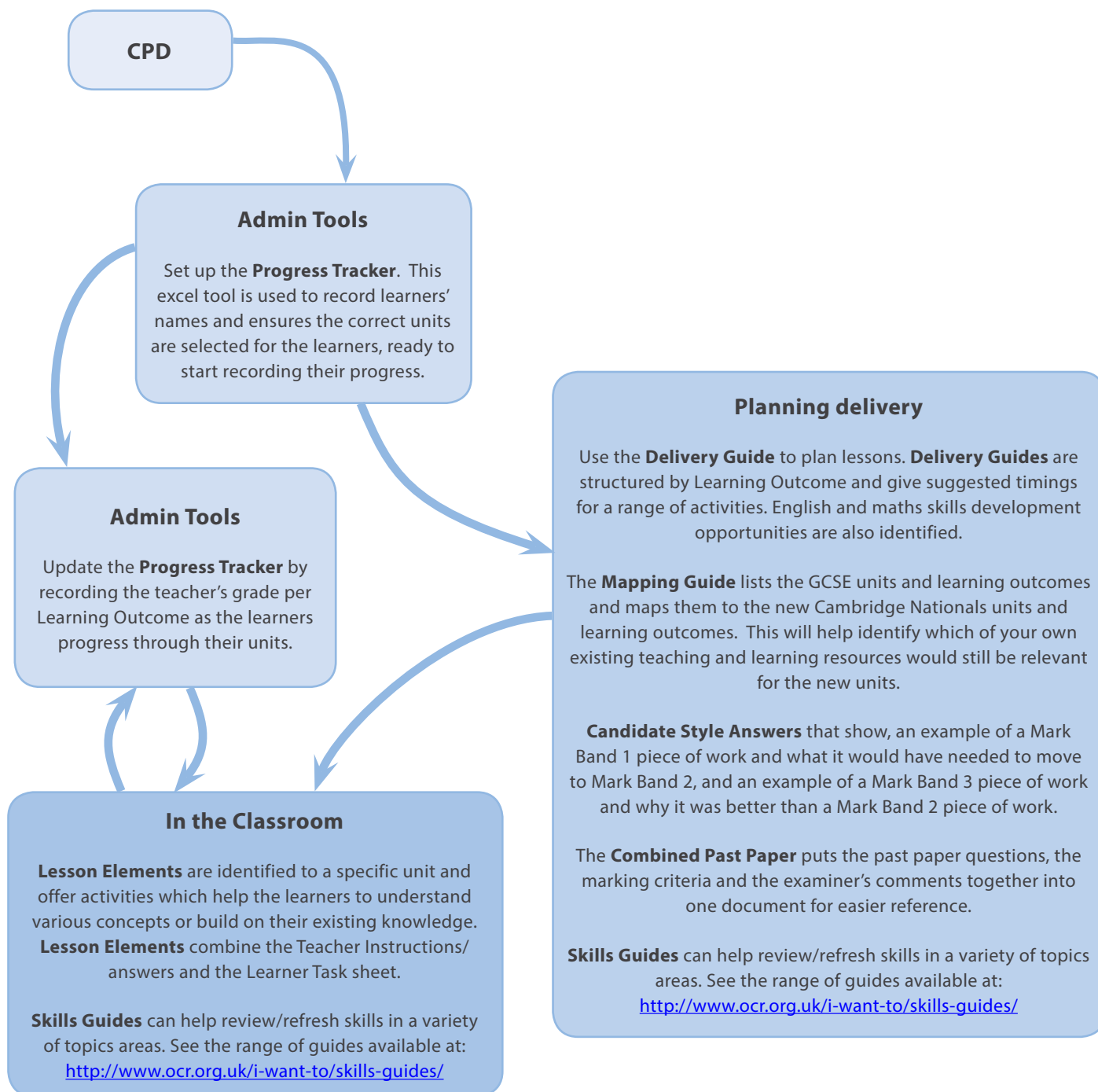|		
Progress Tracker		An Excel based tracking document to help the teacher monitor their learners' progress throughout the qualification both individually and as a cohort.
Delivery Guide		Each unit guide contains a range of lesson ideas with associated activities that teachers can use with their learners. The guide is structured by learning outcome so the teacher can see how each activity helps them cover the unit.
Mapping Guide		This document lists the Cambridge Nationals Business and Enterprise units and learning outcomes and maps them to the new Cambridge Nationals in Enterprise and Marketing units and learning outcomes. This will help identify which of your own existing teaching and learning resources would still be relevant for the new qualification.
Skills Guide		We have produced a range of skills guides covering a variety of topics, including research, communication skills, managing projects, problem solving and exam techniques. A full list of the skills guides can be found here: http://www.ocr.org.uk/i-want-to/skills-guides/
Candidate Style Answers		This shows an example of a Mark Band 1 piece of work and what it would have needed to move to Mark Band 2, and an example of a Mark Band 3 piece of work and why it was better than a Mark Band 2 piece of work.
Lesson Elements		Task sheets with accompanying teacher instructions. Each offers the teacher a creative way of encouraging their learners to engage with the topic, with individual and group exercises and research activities.
Combined Past Paper		We will take a past paper, the marking criteria for it and the examiner's comments and put them all into one document. It will give a really simple and clear view of the examined part of the qualification.

A quick guide to explain when and how the resources for Cambridge Nationals in Enterprise and Marketing could be used

CPD	Admin Tools	Planning delivery	In the Classroom
Advice and Guidance on the Qualification including: • subject expert visits • live online training events	• Progress Tracker	• Delivery Guide • Mapping Guide(s) • Candidate Style Answers • Combined Past Paper • Skills Guides	• Lesson Element • Skills Guides

CPD

Admin Tools

Set up the **Progress Tracker**. This excel tool is used to record learners' names and ensures the correct units are selected for the learners, ready to start recording their progress.

Admin Tools

Update the **Progress Tracker** by recording the teacher's grade per Learning Outcome as the learners progress through their units.

Planning delivery

Use the **Delivery Guide** to plan lessons. **Delivery Guides** are structured by Learning Outcome and give suggested timings for a range of activities. English and maths skills development opportunities are also identified.

The **Mapping Guide** lists the GCSE units and learning outcomes and maps them to the new Cambridge Nationals units and learning outcomes. This will help identify which of your own existing teaching and learning resources would still be relevant for the new units.

Candidate Style Answers that show, an example of a Mark Band 1 piece of work and what it would have needed to move to Mark Band 2, and an example of a Mark Band 3 piece of work and why it was better than a Mark Band 2 piece of work.

The **Combined Past Paper** puts the past paper questions, the marking criteria and the examiner's comments together into one document for easier reference.

Skills Guides can help review/refresh skills in a variety of topics areas. See the range of guides available at:
http://www.ocr.org.uk/i-want-to/skills-guides/

In the Classroom

Lesson Elements are identified to a specific unit and offer activities which help the learners to understand various concepts or build on their existing knowledge. **Lesson Elements** combine the Teacher Instructions/ answers and the Learner Task sheet.

Skills Guides can help review/refresh skills in a variety of topics areas. See the range of guides available at:
http://www.ocr.org.uk/i-want-to/skills-guides/

Further information:

To see examples of these resources for Cambridge Nationals go to: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/

To see the Professional Development website, go to: _____

We'd like to hear your views about these resources, email to: resources.feedback@ocr.org.uk

Summary of key changes to this specification

Section	Title of section and change	Version and date issued
Throughout	Updated 'Level 1/2' to 'Level 1/Level 2'	Version 03 September 2019
1.1	Qualification size (GLH and TQT) - Updated title and text.	
2.2	Availability and Funding – This section has been removed.	
5.2.5	Learner and centre declarations - Updated information on the use of Centre authentication forms.	
6.1, 6.2 and 6.4	Updated information	
7.3	Accessibility - Updated title and updated information on approval requirements and permissible access arrangements.	
7.4.1	Making estimated unit entries and Making final unit entries – Updated information.	
7.7	Post-results services – Updated title and updated text.	
8.1	Progression from this qualification – Updated diagram.	
3.2	Exemplification column added to unit R064	Version 02 September 2018

Contents

1   Qualification overview

1.1   OCR Level 1/Level 2 Cambridge National Certificate in Enterprise and Marketing at a glance

Qualification number	603/0646/4	**OCR Entry code**	J819
First registration date	01/09/2017	**Approved age range**	14-16
Guided learning hours (GLH)	120	**Performance information**	See section 2 performance information
Total qualification time (TQT)	157	**Eligible for funding**	It's designed to meet the funding requirements of a 14-16 study programme.
This qualification is suitable for learners	• aged 14-16 on a full-time study programme who wish to develop applied knowledge and practical skills in enterprise and marketing • who want to progress onto other related study, such as qualifications in enterprise, marketing and business • as it has been designed to meet the Department for Education's characteristics for a Technical Award		
Entry requirements	Learners who are taking courses leading to this qualification should normally have a corresponding Key Stage 3 Programme of Study within the National Curriculum. We recommend that learners are working towards, a grade 4/grade C or above in maths and English GCSEs or an equivalent Level 2 qualification.		
Qualification structure	Learners must complete the three mandatory units.		
Assessment method/model	Unit R064 is assessed by an exam and marked by us. Your centre staff will assess the other two units and we will moderate them either using the OCR repository or postal moderation.		
Exam series each year	• January • June		
Grading	All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.		
Exam resits	Learners can resit an examined unit once before they complete the qualification. We'll use the best unit result from either sitting to calculate the certification result.		
Repeat submission of learner's work	If you and the learner feel they have not performed at their best during the assessment of Unit R065 or R066 (internally assessed units) the learner can, at your discretion, improve their work and resubmit it to you for assessment. You must be sure it's in the learner's best interests to re-attempt the assessment. For information about feedback see section 5. The final piece of work must be completed solely by the learner and it is unacceptable for teachers/assessors to detail specifically what amendments should be made.		

1.2 Statement of purpose

Who is this qualification for?

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare learners for further study of qualifications in enterprise, marketing or business. For example, learners may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

The **first topic** underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.

Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

In the **second topic**, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas**,** and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

In the **third topic**, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

Which subjects will complement this course?

This qualification is complemented by a range of GCSEs such as Business, Maths and English. It also complements creative subjects such as Art and Design and can be delivered alongside other vocational courses including ICT and Creative iMedia.

This specification contains OCR's Level 1/ Level 2 Cambridge National Certificate in Enterprise and Marketing.

2 About this qualification

This specification contains what you need to know about the planning, delivery and assessment of this qualification. To access information on how to administer this qualification please follow the link to the Administration area www.ocr.org.uk/administration/.

2.1 Qualification size (GLH and TQT)

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) the teacher will spend supervising or directing study time and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

OCR Level 1/Level 2 Cambridge National Certificate in Enterprise and Marketing is 120 GLH and 157 TQT.

2.2 Delivery in Wales and Northern Ireland

Learners in Wales and Northern Ireland shouldn't be disadvantaged by terms, legislation or aspects of government that are different from those in England.

Where such situations might occur, we've used neutral terms so learners may apply whatever is appropriate and current to their own situation.

2.3 Language

This qualification and any associated assessment material are available in English only. Only answers provided in English will be assessed.

2.4 Performance information

We've designed this qualification to meet the Department for Education (DfE) requirements for qualifications in the Technical Award category of the 14 to 16 performance tables.

You'll find information on:

- performance tables for England on the Department for Education website

- performance points for Northern Ireland on the Department for the Economy website

- performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about this performance information then please email ims@wales.gsi.gov.uk.

3 Units

3.1 Guidance on unit content

Use of i.e./e.g. in unit content

The unit content describes what has to be taught to ensure that learners are able to access the highest marks.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, though these do not need to be the same ones specified in the unit content.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when setting questions:

- a direct question may be asked where the unit content is shown with an i.e.

- a direct question will not be asked about a specific example where unit content is shown as an e.g.. Any questions relating to the area of content will offer learners the opportunity to provide their own examples as the unit has not specified with which examples they should be familiar.

3.2 Unit R064: Enterprise and marketing concepts

3.2.1 Aims

By completing this unit, learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.

Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

These elements will provide learners with underpinning knowledge and understanding for completion of Units R065 and R066 within this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
Learning Outcome 1: Understand how to target a market	1.1 The need for customer segmentation, i.e. customers vary because of the: • Benefits they require • Amount of money they are able/willing to pay • Quantity of goods they require • Quality of goods they require • Time and location they wish to purchase the goods	1.1 To include the meaning of segmentation and simple problems/challenges that may be encountered if the market is not segmented.
	1.2 Types of market segmentation, i.e. • Age • Gender • Occupation • Income • Geographic • Lifestyle	1.2 To include selecting the most appropriate form of segmentation for a particular business/situation.
	1.3 The benefits of market segmentation, i.e. • Ensures customer needs are matched and met • Potential for increased profits/profitability • Increased customer retention • Allows for targeted marketing • Potential for an increase in market share	1.3 Learners should be able to recognise when market segmentation may not be appropriate for a start-up business, and why the benefits of segmentation may vary for different business situations.
	1.4 The purpose of market research, i.e. • To reduce risk • To understand the market • To promote the organisation • To aid decision making • To gain customers' views and understand their needs • To inform product development	1.4 To include identifying when market research is necessary.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	1.5 Primary (field) market research methods (physical or digital) and their benefits, i.e. • Observations • Questionnaires • Surveys • Focus groups • Consumer trials 1.6 Secondary (desk) market research sources and their benefits, i.e. • Internal data • Books/newspapers/trade magazines • Competitors' data • Government publications and statistics • Purchased research material (e.g. Mintel)	1.5 Some of the research methods listed may be paper-based or digital/online – for example, a survey may be paper-based or conducted online. 'Digital' tools might include websites, apps, social media etc. 'The internet' can be used to conduct primary research but would not be classed as a stand-alone research method in itself. 1.5 and 1.6 To include the relative advantages and disadvantages, for a start-up business, of primary and secondary market research methods and recommending a method for a specific business/situation. 1.5 and 1.6 In the examination, the terms 'primary' or 'field' may be used. Similarly, 'secondary' or 'desk' may be used. 1.6 The internet can be used to conduct secondary research but would not be classed as a stand-alone source in itself. 1.6 Internal data refers to any data which may be held within a particular organisation (e.g. sales data, customer profiles). 1.6 Data types (internal and external) can be quantitative and qualitative data.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	1.7 The types of customer feedback techniques available to business start-ups, i.e. • Social media/online communities with reviews and comments • Online surveys • Customer comment cards • Comments made to staff members • Telephone/email surveys • Email contact forms	1.7 To include the value of customer feedback when setting up a new business. To include recommendations of appropriate methods for a given start-up business.
Learning Outcome 2: Understand what makes a product or service financially viable	A range of factors that affect the viability of products or services, i.e. 2.1 Cost of producing the product or service, i.e. • Fixed costs i.e. costs that do not vary with output, i.e. - rent - loan repayment - insurance - advertising - salaries - utilities • Variable costs i.e. costs that do vary with output i.e. - raw materials - components - stock - packaging • Total costs i.e. fixed costs + variable costs	2 To include definitions of key terms such as fixed costs, variable costs, total costs, revenue and profit. 2.1 Items such as 'salaries' and 'utilities' can sometimes be classified as fixed or variable costs, depending on the scenario. For the purposes of this qualification we are classifying them as fixed costs. Conversely, 'wages' are classified as variable costs for the purposes of this qualification. 2.1 Learners will be expected to be able to complete calculations such as the following: a) Total cost for a given level of output e.g. *At 50 units of output, the fixed costs are £2,000. The variable costs are £500. What are the total costs? (£2,500 = £2,000 + £500)*

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
		b) Total cost for an increased level of output e.g. *The number of units increases from 50 to 60 units. The new variable costs are £600. What are the total costs? (£2,600 = £2,000 + £600)* c) Calculating the variable cost per unit from a given total variable cost e.g. *The total variable costs for making 200 pies are £600. What is the variable cost per unit? (£3 = £600/200)*
	2.2 Revenue generated by sales of the product or service, i.e. • How to calculate total revenue (Selling price x Number of sales)	2.1 and 2.2 Questions may ask for answers in a different time period than the data provided, e.g. the data is per month but the question asks for an annual figure.
	2.3 Use of break-even as an aid to decision making, i.e. • Definition of break-even - i.e. the level of output where Total revenue = Total costs • Break-even formula - i.e. <u>Fixed costs</u> Selling price per unit - Variable cost per unit • Break-even graphs - interpretation of a break-even graph in order to identify the break-even point • How break-even information is used	2.3 Learners will not be expected to recall the break-even formula in the exam. However, they may be expected to recognise its use when shown and, where it is provided, be able to use it to calculate the break-even point from figures provided. Similarly, learners will not be expected to draw a break-even graph, but may be expected to interpret one to identify the break-even point, and/or label the lines.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	2.4 Profit level, i.e. • How profit per unit is calculated - i.e. Revenue (selling price) per unit - Total costs per unit • How profit is calculated for a given level of output - i.e. Sales revenue - Total costs	2.2 and 2.4 To include rearranging a formula to find a component, e.g. find the value of the total costs if the sales revenue and profit is known. 2.4 Learners should understand the difference between revenue, profit and cash flow.
Learning Outcome 3: Understand product development	3.1 The product lifecycle, i.e. • Development • Introduction • Growth • Maturity • Decline	3.1 Learners will not be expected to draw a product lifecycle diagram, but may be expected to interpret a product lifecycle diagram to identify the stages of one.
	3.2 Extension strategies for products in the product lifecycle and the appropriateness of each, i.e. • Advertising • Price changes • Adding value (e.g. improving the specification of an existing product) • Exploration of new markets (e.g. new geographic market, new target markets) • New packaging	3.2 To include the relative advantages and disadvantages of different extension strategies when considering the appropriateness of each; and make recommendations for a specific situation.
	3.3 How to create product differentiation, i.e. • Establishing a strong brand image for goods or services • Design mix model - i.e. the variables that contribute to successful product design - function, cost and appearance	3.3 To include the relative advantages and disadvantages of different ways to differentiate a product and make recommendations for a specific situation.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification

	• Identifying a clear unique selling point (USP)
	• Offering improved:
	  - Location
	  - Features
	  - Functions
	  - Design
	  - Appearance
	  - Selling price
	
	3.4 The impact of external factors on product development, i.e.
	• Technological developments (e.g. developments in technology that affect production capabilities and consumer preferences)
	• Economic issues (e.g. recession, boom and their effects)
	• Legal issues (e.g. copyright and patent, product safety standards)
		3.4 Learners may be asked to consider one or more of the three external factors listed in 3.4, in relation to a specific product development. Learners will not be assessed on other potential external factors (e.g. ethical, social).
		3.4 Technological issues may relate to either the business or the consumer.
		
		3.4 Economic issues will be limited to the four stages of the business cycle – recession, growth, boom, decline. 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.
		
		3.4 Legal issues will be limited to 'current legislation' of the legislation specified or its equivalent, should it be revised during the lifetime of the qualification.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
Learning Outcome 4: Understand how to attract and retain customers	4.1 Factors to consider when pricing a product to attract and retain customers, i.e. • Income levels of target customers • Price of competitor products • Cost of production	4.1 To include which factors are most important when considering a specific start-up situation.
	4.2 Types of pricing strategies and the appropriateness of each, i.e. • Competitive pricing • Psychological pricing • Price skimming • Price penetration	4.2 The pricing strategies which will be examined are limited to the four options listed. Learners should be aware of the relative advantages and disadvantages of each pricing strategy. 4.2 Learners should be able to recommend the most appropriate pricing strategy for a specific situation.
	4.3 Types of advertising methods used to attract and retain customers and the appropriateness of each, i.e. • Leaflets • Social Media • Websites • Newspapers • Magazines • Radio	4.3 To include the relative advantages and disadvantages of each of the advertising methods. 4.3 Learners should be able to recommend the most appropriate advertising method for a start-up business in a specific situation.
	4.4 Sales promotion techniques used to attract and retain customers and the appropriateness of each, i.e. • Discounts • Competitions • Buy one get one free (BOGOF) • Point of sale advertising • Free gifts/product trials • Loyalty schemes	4.4 To include the relative advantages and disadvantages of each of the sales promotion techniques. 4.4 Learners should be able to recommend the most appropriate sales promotion technique for a start-up business in a specific situation.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	4.5 How customer service is used to attract and retain customers, i.e. • Product knowledge • Customer engagement (e.g. presentation, communication skills) • After sales service	4.5 The use of customer service to attract and retain customers should be considered. Learners may be required to make recommendations to improve a business's performance which may have implications for delivery of customer service.

Learning Outcome 5: Understand factors for consideration when starting up a business	5.1 Appropriate forms of ownership for business start-ups, i.e.
	• Sole trader
	• Partnership, including limited liability partnerships
	• Franchise
	• Features of each form of ownership, i.e.
	- Owners
	- Basic legal requirements to start the business (e.g. business registration, HMRC)
	- Liability, i.e.
	    o limited
	    o unlimited
	- Responsibility for decision making
	- Distribution of profit to the owners
		5.1 To include the advantages and disadvantages of each form of ownership.
		
		5.1 Franchise – while franchise may not be considered a true form of ownership in the same way as the other forms of ownership listed in 5.1, it is important that learners understand the concept of a franchise as it is a realistic operational model for business start-ups.
		
		5.1 To include a definition of limited and unlimited liability and the implications of each for a new business. To include the advantages and disadvantages of limited and unlimited liability for the business and owners.
		
		5.1 To include an identification of which type of liability relates to each form of ownership.
		
		5.1 Basic legal requirements will be limited to the need to submit the Memorandum and Articles of Association to Companies House and need to register with HMRC to pay taxation on profits made. No further detail will be required.
		
		5.1 The responsibility for decision making may belong not only to the owners, but others such as directors etc.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	5.2 Source(s) of capital for business start-ups, i.e. • own savings • friends and family • loans • crowdfunding • small business grants • business angels	5.2 To include the need for capital when a business initially starts-up and the reasons why additional finance may be required during the first few years of operating a typical new business. 5.2 To include a definition and key features of each source of capital/finance. Learners should know the advantages and disadvantages of each source of capital/finance, and their appropriateness to a specific business and/or situation. 5.2 To include friends and family members providing finance by way of a gift or a loan. 5.2 Small business grants may be awarded by banks, the Government and/or charities.
	5.3 The importance of a business plan, i.e. • Why a business plan is needed, i.e. - to clarify a business idea to others (e.g. to secure funding) - to measure progress towards goals (e.g. timescales, sales forecasts) - to help manage cash flow - to help identify potential problems (e.g. financial shortages) • What the business plan should detail, i.e. - business objectives - business strategies - sales plan - marketing plan - financial forecasts	5.3 To include who may wish to see a business plan and for what purpose. 5.3. To include the benefits of demonstrating a healthy cash flow forecast when preparing a business plan. 5.3 To include only a basic understanding of the contents of a business plan.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
Learning Outcome 6: Understand different functional activities needed to support a business start-up	6.1 The purpose of each of the main functional activities that may be needed in a new business, i.e. - Human Resources, i.e. - responsible for all aspects of managing individuals who work within a business - Marketing, i.e. - responsible for identifying the needs and wants of business customers and developing products/services to meet those needs - Operations, i.e. - organising the process that turns inputs into outputs/finished goods that can be sold to customers - Finance, i.e. - managing the financial resources in a small business and reporting on financial performance	6.1 It is important that learners understand that these are *functional activities* that will need to be considered and understood when considering a business start-up. All activities may well be carried out by the same person, rather than different departments, when a business starts up, and learners should understand the limitations of this.
	6.2 The main activities of each functional area, i.e. - Human Resources, i.e. - Recruitment and selection of employees - Training and development of employees - Performance management of employees - Responsibility for health and safety in the workplace - Ensuring compliance with employment legislation - Marketing, i.e. - Market research - i.e. to research the market and find out customer opinions - Developing a marketing mix: Product, Price, Place, Promotion (4Ps) - Operations, i.e. - Production planning	6.2 Learners will not be assessed on their understanding of each activity/process listed in 6.2 (e.g. the process of recruitment and selection of employees). Rather, they will be expected to relate a functional area to its activities and vice versa (e.g. know that Human Resources is responsible for the recruitment and selection of employees). 6.2 To include identification of the 4Ps of the marketing mix.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification

	- Producing the product or service
	    - Quality control
	    - Stock control
	    - Logistics
	• Finance, i.e.
	    - Organisation and allocation of financial resources
	    - Financial performance reporting
	    - Monitoring of cash flow	

3.2.2   Assessment guidance for Unit R064

The external assessment will consist of a 1 hour 30 minute externally assessed examination. This will be conducted under examination conditions. For more details refer to the Administration area, assessment, http://www.ocr.org.uk/administration/.

The external assessment will require the skills of analysis and evaluation.

A range of different types of questions will be used, including multiple choice questions, short/medium answer questions and extended response analysis and evaluation questions. The extended response evaluation question will assess content from LO4.

Some of the questions will be context based. Learners will be presented with a short scenario and will apply their knowledge of enterprise and marketing concepts to produce a relevant response.

3.3 Unit R065: Design a business proposal

3.3.1 Aims

This unit will provide learners with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product.

Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

On completion of this unit, learners will have gained some of the essential skills and knowledge required when considering starting a business, but also the transferable skills of self-assessment, providing and receiving feedback, research and evaluation. The skills and knowledge developed by completing this unit will also be transferable to further learning in related areas and will be required by learners when completing Unit R066 *Market and pitch a business proposal*.

Learning Outcome 1: Be able to identify the customer profile for a business challenge

Learners must be taught how to:

1.1 Identify potential customers and build a customer profile, i.e.

- Benefits of market segmentation (e.g. increased future sales, greater knowledge of the market, ability to target particular groups, prevent losses)

- Apply market segmentation, i.e.
  - Age
  - Gender
  - Occupation
  - Income
  - Lifestyle

Learning Outcome 2: Be able to complete market research to aid decisions relating to a business challenge

Learners must be taught how to:

2.1 Carry out market research, i.e.

- How to select appropriate primary and secondary research methods and types in order to complete meaningful research, i.e.

  - Identify the overall purpose of the research
  - Identify suitable research methods/types
  - What businesses need to consider when completing research (e.g. customer profile, location, cost, time)

- Use appropriate market research tools (physical or digital **AG1**) for a business challenge, i.e.

    - Survey
    - Focus groups
    - Observations
    - Competitor research
    - Interviews
    - Test marketing
    - Government publications
    - Published literature

- Use sampling methods, i.e.

    - Random
    - Cluster
    - Quota
    - Convenience

2.2 Review the results of market research, i.e.

- Collating the data
- Methods of presentation (e.g. graphs)
- Analysing the results of the data
- Using the results to develop a proposal

Learning Outcome 3: Be able to develop a design proposal for a business challenge

Learners must be taught how to:

3.1 Produce product designs for a business challenge, i.e.

- Why draft product designs are produced
- How to produce designs for a business challenge to meet the market need, i.e.

    - Relating designs to market research findings
    - Relating designs to the business challenge brief
    - Identifying and using creative techniques (e.g. mind map, mood board, SCAMPER model, deliberate creativity)

3.2 Review product designs, i.e.

- How to review designs for a business challenge, i.e.

    - Gaining feedback (e.g. peer assessment, external parties)
    - Self-assessment, i.e. reviewing own designs
    - Strengths and weaknesses of design proposals relating to customer profile
    - The importance of finalising a design after feedback (e.g. modifications to product and, if appropriate, the packaging to meet the needs of the customer profile)

Learning Outcome 4: Be able to review whether a business proposal is viable

Learners must be taught how to:

4.1 Calculate the costs involved in a business challenge, i.e.

- The realistic costs relating to a business challenge, i.e.

    - Cost per unit to make
    - Proposed selling price per unit
    - Profit per unit
    - Total costs
    - Total profit

4.2 Apply an appropriate pricing strategy, i.e.

- Types of different pricing strategies, i.e.

    - Competitive pricing
    - Psychological pricing
    - Price skimming
    - Price penetration

4.3 Review the likely success of a business challenge, i.e.

- Pricing decision
- Predicted number of sales
- Predicted sales revenue
- Predicted profit i.e. total revenue – total costs
- Use break-even analysis in a business challenge, i.e.

    - Break-even point, i.e. the level of sales/output where total costs are exactly the same as total revenue
    - Ways of calculating the break-even point (e.g. formula calculation and/or break-even graph)
    - Break-even analysis

4.4 Identify the challenges when launching a new product, i.e.

- Risks (e.g. losing money, overspending a budget, loss of investment)
- Importance of customer demand for the product
- Importance of copyright and patenting

AG1.   The market research tools used may be paper-based or digital/online. For example, a survey may be paper-based or conducted online. Digital tools might include websites, apps, social media etc. 'The internet' can be used to conduct research, but would not be classed as a stand-alone market research tool in itself.

This whole unit will be based around a business challenge that will be set by OCR as part of an OCR-set assignment.

Learners must use an OCR-set assignment to provide the required evidence for completion of this unit.

This unit contains content that can be taught and practised. However, once summative assessment begins, learners must work independently to produce evidence without further teacher guidance.

Authenticity

1)   Teachers/assessors must only accept evidence for assessment that is authentic. If any work is produced outside of direct supervision, the teacher/assessor must be certain that the work is the learner's own.

2)   Teachers/assessors must not provide templates or writing frames for learners to use when completing the assignment tasks. These may constitute over-direction, additional to that which is allowed by the qualification and therefore may be treated as malpractice.

   For example, if learners choose to use a questionnaire as part of their market research, it is not acceptable for a teacher/assessor to provide a question template that will prompt specific research findings. Learners must develop their own questionnaires and decide upon a suitable format and content.

3)   Learners are free to revise and redraft work, without teacher/assessor involvement, before submitting it for assessment. Any advice provided prior to final submission should only enable the learner to take the initiative in making amendments, rather than detailing what amendments should be made. The final piece of work must be completed solely by the learner and it is unacceptable for teachers/assessors to detail specifically what amendments should be made.

Group work

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

For example:

- Learners may discuss the concepts of customer profiles and market research in groups, but they must identify their own customer profile, create their own market research tools and complete their own market research.

- Learners may work in groups to discuss creative techniques and how to generate design ideas, but the design ideas generated must be individual to the learner and relevant to their identified customer profile and completed market research.

LO1 – Learners will be tasked with identifying the customer profile for a business challenge product that they are considering designing. Learners will be required to explain market segmentation and the benefits of using it. They will then apply their knowledge and understanding to create and describe a customer profile for a business challenge product.

LO2 – Learners should use real examples to evidence their understanding of the importance of market research. They will then apply their knowledge and understanding to produce suitable forms of market research, and explain their choices, relating this to the business challenge product. Learners should demonstrate the importance of research in terms of understanding target customer requirements, competitor offerings and researching existing products. They will be expected to complete meaningful market research, review the results and present their findings in a suitable format.

LO3 - Learners should use creative techniques to generate product design ideas that would meet the requirements of the business challenge and their identified customer profile, and that are linked to their market research findings. They will assess the strengths and weaknesses of their ideas to select a final design.

Marks should **not** be awarded for the artistic merit of the design that the learner produces. However, the draft design should be clearly labelled to show that the design has been fully thought out and ensure that it can be easily interpreted by others. If learners are not confident about drawing a design, they may produce it electronically, but either way should provide full descriptions of all key aspects of the design.

Learners should self-assess and gain peer feedback on their chosen design in order to make clearly identified modifications. They should explain the reasoning behind their final design choices and any changes made to them.

LO4 - Referring to the costs given in the business challenge, learners should demonstrate their ability to use and apply specific financial costs, in order to gain a realistic understanding of the costs associated with their chosen product. They must select a pricing strategy and propose a selling price per unit for their product. They will perform break-even analysis and describe the potential risks involved if the product were to be launched.

What learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive but witness statements are not needed for this unit)
LO1: An explanation of market segmentation and its benefits, using real business examples Customer profile for the business challenge product and a description of its key features	**LO1:** Written report PowerPoint presentation
LO2: A description of the importance of market research, including examples of different methods An explanation of the market research tools they will use, including the advantages and disadvantages of each tool An explanation of the sampling methods they will use Market research tools and evidence of completed market research using their chosen tools A presentation of their findings after reviewing their market research	**LO2:** Written report Written report PowerPoint presentation Annotated examples of market research tools Written report PowerPoint presentation Surveys Learners' Observation records (e.g. of focus groups) Written reports Graphs/charts PowerPoint presentation
LO3: Different product design ideas with an explanation of their strengths and weaknesses in relation to their customer profiles A selection of one design from their design ideas, with identification of how it incorporates the findings of their market research	**LO3:** Product design ideas identifying all key aspects of the designs (e.g. labelled drawings, computer-generated designs, including labels) Labelled product design Written report

What learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive but witness statements are not needed for this unit)
Self-assessment of chosen design	Self-assessment questionnaire Written report based on drafted design
Peer feedback analysis	Peer assessment documents Report of the findings
Evidence of modifications to drafted design relating to the self-assessment and peer feedback	Identified modifications to drafted design relating to the peer and self-assessment feedback
A justification of their reasons for the final design	Report based upon reviews
LO4: Identification of fixed and variable costs for their proposed design	**LO4:** Written report identifying costs based on the business challenge information
Identification of the pricing strategy they will apply, the proposed selling price per unit for their product and the predicted number of units their design will sell in the first month	Written report including any relevant calculations
Evidence of calculations showing their predicted total costs and total profit for the first month	Written report including any relevant calculations
Application of break-even analysis	Report containing completed break-even analysis in the context of the business proposal and/or graphical evidence of break-even
Analysis on the impact of changing the price relating to the break-even point	Report containing an analysis of changing the price relating to the break-even point.
An assessment of the risks involved with producing their product	Written report
An evaluation of the viability of their design	Written report PowerPoint presentation

3.3.3 Marking criteria guidance for Unit R065

0 marks must be given where there is no evidence or no evidence worthy of credit.

For a description of the key words (printed in **bold**) in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix C, Teachers/assessors must use the complete description in the marking criteria and not rely only on the words in bold.

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

- Each band descriptor covers all the relevant content for the learning outcomes.

- The descriptors should be read and applied as a whole.

- Make a 'best fit' match between the answer and the band descriptors.

- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

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

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

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded

- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- if an answer is on the borderline between two bands but it is decided that it better fits the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement for the higher band, the lowest mark for that band should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they may be able to use relevant, appropriate knowledge and understanding that they will have developed through the completion of Unit R064.

3.3.4 Marking criteria grid for Unit R065

Mark Band 1	Mark Band 2	Mark Band 3
LO1: Be able to identify the customer profile for a business challenge 20% (12 marks)		
MB1: 1-2 marks	**MB2: 3-4 marks**	**MB3: 5-6 marks**
Provides a **limited** explanation of market segmentation, including a **few** segmentation techniques and demonstrating a **basic understanding** of the benefits to a business.	Provides a **clear** explanation of market segmentation, including **some** segmentation techniques and demonstrating a **reasoned understanding** of the benefits to a business.	Provides a **comprehensive** explanation of market segmentation, including a **full range** of segmentation techniques and demonstrating a **thorough understanding** of the benefits to a business.
MB1: 1-2 marks	**MB2: 3-4 marks**	**MB3: 5-6 marks**
Describes limited features of a specific customer profile using market segmentation and **partly** applies this knowledge to the requirements of the business challenge.	**Describes some** features of a specific customer profile using market segmentation and **mostly accurately** applies this knowledge to the requirements of the business challenge.	**Describes in detail** the features of a specific customer profile using market segmentation and **accurately** applies this knowledge to the requirements of the business challenge.

LO2: Be able to complete market research to aid decisions relating to a business challenge 30% (18 marks)		
MB1: 1-2 marks	**MB2: 3-4 marks**	**MB3: 5-6 marks**
Outlines with limited understanding the importance of market research. The description includes **a limited range** of research methods. **Briefly states** the advantages **and/or** disadvantages of each selected market research tool. A **basic description** of the sampling methods is provided, evidencing a **limited** understanding.	**Describes and demonstrates a good** understanding of the importance of market research. The description includes **a range** of research methods. **Relevant descriptions** of the advantages **and** disadvantages of each selected market research tool are provided. The sampling methods are **explained**, evidencing a **sound** understanding.	**Describes and demonstrates a thorough** understanding of the importance of market research. The description includes **a wide range** of research methods. **Detailed explanations** of the advantages **and** disadvantages of each selected market research tool are provided. The sampling methods are **comprehensively explained**, evidencing a **thorough** understanding.
MB1: 1-4 marks	**MB2: 5-8 marks**	**MB3: 9-12 marks**
Creates market research tools with **limited effectiveness**, resulting in completed research outcomes with **basic relevance** to the objectives. **Partly reviews** the results to inform decision making. Collates the results using **basic** methods to **briefly** present some outcomes.	Creates **mostly appropriate** market research tools, resulting in completed research outcomes with **clear relevance** to the objectives. **Effectively reviews** the results to inform decision-making. Collates the results using **mostly effective** methods to present a **sound** summary of the outcomes.	Creates **comprehensive, accurate and fully appropriate** market research tools resulting in completed research outcomes that are **effective** and **wholly relevant** to the objectives**.** **Thoroughly analyses** results to inform decision making. Collates the results using **effective methods** in order to **comprehensively** present the outcomes.

LO3: Be able to develop a design proposal for a business challenge 20% (12 marks)		
MB1: 1-2 marks	**MB2: 3-4 marks**	**MB3: 5-6 marks**
Generates product design ideas and **briefly identifies** the strengths and weaknesses of each, with **basic links** to the customer profile identified. Drafts a **basic** design for a proposal with **limited reference** to market research outcomes.	Generates product design ideas and **explains** the strengths and weaknesses of each, with **some links** to the customer profile identified. Drafts an **appropriate** design for a proposal **partly relating** it to market research outcomes.	Generates product design ideas and **fully justifies** the strengths and weaknesses of each, **clearly linking** these to the customer profile identified. Drafts a **wholly appropriate** design for a proposal **fully relating** it to market research outcomes.
MB1: 1-2 marks	**MB2: 3-4 marks**	**MB3: 5-6 marks**
A **basic** self-assessment is produced and feedback from others is **briefly** summarised. Modifications to the design are carried out, which are **partly outlined**. **Limited reasons** for choosing the final design are provided.	A **sound** self-assessment is produced and feedback from others is **mostly** summarised. **Appropriate** modifications to the design are carried out, which are **identified and described**. The reasons for choosing the final design are **clearly explained**.	A **thorough** self-assessment is produced and feedback from others is **effectively** summarised. **Appropriate** modifications to the design are carried out, which are **clearly detailed and fully explained**. The reasons for choosing the final design are **fully justified**.

LO4: Be able to review whether a business proposal is viable 30% (18 marks)		
MB1: 1-3 marks	**MB2: 4-6 marks**	**MB3: 7-9 marks**
Identifies the fixed and **some** variable costs relating to their chosen product design and **applies the information identified** to complete variable cost calculations for their product design, **with limited accuracy**.

Selects a pricing strategy for their product design with **little relevance** to their identified customer profile and proposes a selling price per unit that evidences **limited consideration**.

Predicts a number of units for sale in the first month that evidences **basic reasoning** and calculates the predicted total costs for the first month and predicted total profit for the first month, **with limited accuracy**. | Identifies the fixed and **most relevant** variable costs relating to their chosen product design and **applies the information identified** to complete **accurate** variable cost calculations for their product design.

Selects a pricing strategy that is **mostly appropriate** for their product design and identified customer profile and proposes a **partly reasoned** selling price per unit.

Predicts a **partly reasoned** number of units for sale in the first month and **mostly accurately calculates** predicted total costs for the first month and predicted total profit for the first month. | Identifies the fixed and **all relevant** variable costs relating to their chosen product design and applies these to **accurately calculate** the total variable costs per unit for their product design.

Selects a pricing strategy that is **wholly appropriate** for their product design and identified customer profile and proposes **a thoroughly reasoned and appropriate** selling price per unit.

Predicts a **considered, realistic** number of units for sale in the first month and **accurately calculates** predicted total costs for the first month and predicted total profit for the first month. |
| **MB1: 1-3 marks** | **MB2: 4-6 marks** | **MB3: 7-9 marks** |
| Demonstrates a **basic** understanding of break-even. Applies the break-even formula in order to calculate the break-even point for their business proposal with **limited accuracy**.

Provides **a basic outline** of the impact of a change in price on the break-even point for their business proposal, evidencing a **limited understanding** of that impact.

Demonstrates a **limited understanding** of the risk factors involved with producing a new product.

The financial viability of their business proposal is assessed with **limited accuracy and detail.** | Demonstrates a **sound** understanding of break-even. **Accurately** applies the break-even formula in order to calculate the break-even point for their business proposal. **Describes** the results of the break-even analysis in the context of their business proposal.

Describes the impact of a change in price on the break-even point for their business proposal, evidencing a **sound understanding** of that impact.

Demonstrates a **reasoned understanding** of the risk factors involved with producing a new product.

Partly evaluates the financial viability of their business proposal. | Demonstrates a **thorough understanding** of break-even. **Accurately** applies the break-even formula in order to calculate the break-even point for their business proposal. **Comprehensively explains** the results of the break-even analysis in the context of their business proposal.

Effectively analyses the impact of a change in price on the break-even point for their business proposal, evidencing a **thorough understanding** of that impact.

Demonstrates an **extensive and advanced understanding** of the risk factors involved with producing a new product.

Fully evaluates the financial viability of their business proposal. |

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

3.3.5   Guidance on synoptic assessment – Unit R065

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific learning outcome. When completing work for assessment, learners should be encouraged to apply **relevant** knowledge/understanding from Unit R064. When assessing the learners' work, teachers should focus on whether the knowledge and understanding applied are relevant. The links to content delivered in the Unit R064 identified below, are for guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

This unit builds upon the content of unit R064 and allows learners to apply their knowledge and understanding in a real-life context.

Links between units and synoptic assessment
The teaching and assessment of this unit will build upon the following Learning Outcomes of Unit R064:   LO1 Understand how to target a market   LO2 Understand what makes a product or service financially viable   LO4 Understand how to attract and retain customers   This will include customer segmentation, market research, pricing strategies and break-even.   Learners should be encouraged to apply their knowledge and understanding from Unit R064 to the related elements of Unit R065.   Completion of Unit R065 will be necessary before starting Unit R066 *Market and pitch a business proposal,* as learners will use their customer profile information to develop a brand and promotional plan for their proposed product, and then pitch their idea to an external audience.   **Learners <u>must</u> complete the OCR-set assignment for Unit R065 before they start the OCR-set assignment for Unit R066.**

3.4   Unit R066: Market and pitch a business proposal

3.4.1 Aims

This unit will provide learners with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.

By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

Learning Outcome 1: Be able to develop a brand identity and promotional plan to target a customer profile

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Learners must be taught how to:

1.1 Build a brand identity

- What is a brand? i.e.
    - Strategy (e.g. purpose, plans)
    - Brand personality (e.g. excitement, sophistication, reliability)
    - An identity (e.g. a visual look, colours, design, typeface, logo placement)
    - An image (e.g. customers' perceptions, low cost, quality, lifestyle)

- Why branding is used i.e.
    - Trust
    - Recognition
    - Image
    - Quality
    - Differentiation
    - Adding value
    - Build customer loyalty

- Branding methods and techniques, i.e.
    - A logo (e.g. a graphical symbol, colour, name)
    - Sounds/jingles
    - Straplines/catchphrases/slogans
    - Celebrity endorsements
    - Characters (e.g. animated character, animal)

1.2 Plan brand ideas for a business challenge, i.e.

- Assess the appeal to the customer profile

- Research other brands, i.e.
    - Strengths
    - Weaknesses
    - USPs

- Formulate brand designs for a proposal, i.e.
    - Relate to research findings for other brands
    - Assess the likelihood of success or failure of different options (e.g. appeal to customer profile, design elements)

1.3 Promote a product, i.e.

- Promotional objectives, i.e.
    - to raise awareness of a product or service
    - to remind
    - to differentiate
    - to persuade or inform
    - to create market presence
    - to boost market share

- Methods of promotion, i.e.
    - Digital promotion, i.e.
        - Web page
        - Social media (e.g. Twitter, Facebook, Instagram, Google+, Pinterest, LinkedIn, YouTube)
        - SMS texts
        - Podcasts
        - Blogs/vlogs
        - Online advertisements (e.g. banners, pop-ups)

    - Offline/traditional promotion, i.e.
        - Flyers
        - Advertisements (e.g. television, newspapers, magazines/journals, cinema, DVD, billboards, direct mail, bus and taxi sides, radio)
        - Events (e.g. brand launch, attendance at trade fairs/festivals/shows, customer VIP events)
        - Sponsorship (e.g. sport/music events, TV shows)

- Select and justify appropriate promotional methods, i.e.
    - Key factors that influence the selection of methods
    - Appeal to customer profile
    - How different methods complement each other

Learning Outcome 2: Be able to plan a pitch for a proposal

Learners must be taught how to:

2.1 Plan a pitch, i.e.

- Consider audience (e.g. needs/interests, accessibility of content, convincing them of the likely success)

- Establish objectives of pitch (e.g. to inform, to persuade, keep to timeframes, communicate effectively)

- Consider venue **AG1**, i.e.
    - Convenience (e.g. accessible location)
    - Appropriate size
    - Room layout, props
    - Equipment required

- Identify appropriate media to deliver a pitch (e.g. PowerPoint, handouts, verbal prompts)

- Structure of pitch, i.e.
    - Introduction
    - Content presented in logical order
    - Conclusion (e.g. memorable closure)
    - Use and value of visual aids (e.g. use of graphics, multimedia resources)

- Consider personal appearance

- Anticipate potential questions and plan responses

Learning Outcome 3: Be able to pitch a proposal to an audience

Learners must be able to:

3.1 Use and develop personal and presentation skills to deliver a professional pitch, i.e.

- Personal presentation to demonstrate the intended image
- Professionalism
- Verbal (e.g. clarity, tone of voice, voice projection, formal/informal language, persuasiveness)
- Non-verbal (e.g. body language, posture, eye contact, confidence, visual aids, gestures)
- Use of notes/cues
- Use of appropriate visual aids/media
- Self-confidence, enthusiasm, self-belief
- Target the needs and desires of audience
- Time management
- Rehearse in advance of a pitch
- Deliver a practice pitch
- Answer questions from the audience

3.2 Support peers, i.e.

- Give and respond to constructive peer feedback (e.g. feedback sandwich, phrasing feedback constructively, sharing opinions, encouragement)
- Establish ideas for further refinement

3.3 Review a practice pitch in order to plan for a professional pitch to an external audience

3.4 Deliver a professional pitch to an external audience

Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch

Learners must be taught how to:

4.1 Review a professional pitch to an external audience, i.e.

- Review pitch, using a range of sources of evidence, i.e.
    - Self-assessment
    - Feedback from others
    - Lessons learnt from the practice pitch
    - Lessons learnt from the professional pitch

- Compare the outcomes of the pitch with objectives, i.e.
    - What went well
    - What could have been improved
    - Format of presentation
    - Visual aids selected
    - Timing of presentation
    - Anticipation and preparation of responses to potential questions

- Personal presentation skills, i.e.
    - Communication skills (e.g. verbal and non-verbal skills)
    - Professionalism
    - Ability to answer questions from the audience

- Future developments/recommendations for further refinement

4.2 Review a business proposal, i.e.

- The product proposal
- The pricing strategy
- The brand
- The promotional plan
- Its relevance and appeal to the identified customer profile

- Review proposal, using a range of sources of evidence, i.e.
    - Self-assessment
    - Feedback from others (e.g. target customers, pitching panel, peers, commercial contacts)
    - Lessons learnt from practice and professional pitch

- Future developments/recommendations for further refinement of a business proposal

3.4.2   Assessment guidance for Unit R066

AG1.   While it is accepted that teachers may arrange a room within the school building for the delivery of the professional pitches, it is important that learners have considered all aspects of the venue (including location) were they to have the freedom of choice regarding this aspect.

Learners must have completed the summative assessment for Unit R065 before they start the assessment for this unit.

The work for this unit relates to the product designs learners developed in Unit R065, in response to the OCR-set Business Challenge provided.

Learners must use an OCR-set assignment to provide the required evidence for completion of this unit.

This unit contains content that can be taught and practised. However, once summative assessment begins, learners must work independently to produce evidence without further teacher guidance.

<u>**Authenticity**</u>

1)   Teachers/assessors must only accept evidence for assessment that is authentic. If any work is produced outside of direct supervision, the teacher/assessor must be certain that the work is the learner's own.

2)   Teachers/assessors must not provide templates or writing frames for learners to use when completing the assignment tasks. These may constitute over-direction, additional to that which is allowed by the qualification, and therefore may be treated as malpractice.

For example, if learners choose to deliver a presentation as part of their pitch, it is not acceptable for a teacher/assessor to provide a presentation template that will prompt specific slide content. Learners must develop their own presentations and decide upon suitable format and content.

3)   Learners are free to revise and redraft work, without teacher/assessor involvement, before submitting it for assessment. Any advice provided prior to final submission should only enable the learner to take the initiative in making amendments, rather than detailing what amendments should be made. The final piece of work must be completed solely by the learner and it is unacceptable for teachers/assessors to detail specifically what amendments should be made.

4)   The final assessment decision for the pitch (Task 3) will be made by the teacher.

Group work

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

For example:

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

- Learners may work in groups to discuss generically promotional methods used by businesses. However, the promotional objectives and methods proposed must be individual to each learner's product design.

LO1 – Learners should understand why and how branding is used. They will explain, using real examples, why businesses use branding methods and techniques. They will use 2-3 branding methods or techniques, one of which must be a logo, to create a brand identity for their business proposal. They will justify the combination chosen and assess its likely success, with reference to the customer profile they identified for their product in Unit R065.

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

LO2 – Learners should plan a pitch for their business proposal. They will need to show that they have planned for all aspects of a pitch including the venue, the audience, the objectives, the media required and their appearance. They will evidence the intended: structure of their pitch, scripts for the pitch and at least one visual aid, and will have anticipated and prepared for a number of potential questions from the audience. Any other support material used should also be evidenced.

LO3 – As part of their planning, learners should present a practice pitch to a 'supportive' audience (e.g. class teacher, parents, peers). Learners will then reflect on the comments received to further refine their pitches ready for the formal presentation. Learners will pitch their business proposals to an external audience. The audience needs to be **independent** (e.g. non-class teacher, SLT, governors, external commercial contacts) and must consist of a **minimum of 2** people. The pitch should last **between 5 and 10 minutes**, with 5 extra minutes to answer questions from the audience if required.

A witness statement **must** be completed for each learner to act as evidence for their **professional** pitch. Other forms of supporting evidence should also be included. Visual aids would also act as a good supporting form of evidence (e.g. photos of the learners presenting their pitches).

For the purposes of assessment, the following terms apply:

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

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

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

LO4 – Learners should reflect on both their pitch and overall business proposal, and review what they have learnt during the development of each.

They should use self-assessment, feedback from others and personal reflections to review the strengths, and areas for development, of their own pitch and their pitching skills. They should consider all aspects detailed in section 3.4.1 of this unit, along with any other relevant information.

They should also use self-assessment, feedback from others and lessons learnt from the pitches to review the strengths of, and areas for development for, their overall business proposal. Learners should evidence that they have considered all aspects of their business proposal as detailed in section 3.4.2 of this unit, along with any other relevant information.

What learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive)
LO1	**LO1**
An explanation, using examples, of why businesses use branding	Written report
An explanation of the key factors to consider when developing a brand identity	Written report
A brand identity using 2-3 branding methods or techniques, one of which must be a logo, and a rationale for the combination of methods/techniques chosen	Brand mood board/collage Storyboard/development of brand ideas Sketch of brand/logo ideas
An assessment of the likely success of the brand identity, with reference to their customer profile findings (from Unit R065)	Written report Feedback from interviews/questionnaires/feedback sheets
An explanation of the promotional objectives for their product design	Written report
A description of at least 3 different promotional methods recommended for their product, with an explanation as to how they complement each other and appeal to their customer profile (identified in Unit R065)	Written report Mock-up/examples (e.g. of advertisements, web-pages) Feedback from interviews/questionnaires/feedback sheets
LO2 An explanation of the key factors that must be considered when preparing for a pitch	**LO2** Written report
Support materials/resources to be used when delivering pitch	A script Visual aid prints (e.g. PowerPoint slides) Keynote slides Speaker notes List of potential audience questions

What learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive)
LO3 Evidence of a practice pitch and of the review/refinement of it in order to finalise a professional pitch	**LO3** Amended documentation for pitch (e.g. script, visual aids, slides, list of potential questions) Photographs of practice pitch being delivered Feedback sheets from peers, class teacher(s), parents and/or other persons forming the 'supportive' audience to view the practice pitch Report (e.g. review of practice pitch) Video/audio recording
Evidence of support/feedback provided by, and to, a peer(s)	Feedback sheets Interviews/questionnaires
Evidence of a professional pitch to an external audience	Witness statements (a completed form is required for each learner) A script Visual aid prints (e.g. PowerPoint slides) Keynote slides Speaker notes Summary of responses to questions posed Feedback sheets from non-class teacher, SLT members, governors, commercial professionals and/or other persons forming the independent audience Video/audio recording of pitch

What learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive)
LO4 A review of their pitching skills, identifying relevant strengths and areas for development	**LO4** Written report Self-evaluation forms Feedback sheets from peers, class teacher(s), parents and/or other persons forming the audience for practice and professional pitch Action plan
A review of their overall business proposal/idea, identifying relevant strengths and areas for development	Written report Self-evaluation forms Feedback from others (e.g. peers, audience from pitches, market research findings) Action plan

3.4.3 Marking criteria guidance for Unit R066

0 marks must be given where there is no evidence or no evidence worthy of credit.

For a description of the key words (printed in **bold**) in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix C. Teachers/assessors must use the complete description in the marking criteria and not rely only on the words in bold.

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

- Each band descriptor covers all the relevant content for the learning outcomes.

- The descriptors should be read and applied as a whole.

- Make a 'best fit' match between the answer and the band descriptors.

- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

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

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

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded

- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- if an answer is on the border-line between two bands but it is decided that it better fits the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement for the higher band, the lowest mark for that band should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they may be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the completion of Units R064 and R065.

A witness statement form **must** be completed for each learner for their **professional** pitch in LO3 of this unit (*Be able to pitch a proposal to an audience*). It is not necessary for a witness statement form to be completed for the practice pitch.

3.4.4   Marking criteria grid for Unit R066

Mark Band 1	Mark Band 2	Mark Band 3
LO1: Be able to develop a brand identity and promotional plan to target a customer profile – 30% (18 marks)		
MB 1: 1-3 marks	**MB 2: 4-6 marks**	**MB 3: 7-9 marks**
Provides a **basic description** of why businesses use different branding methods and techniques, with examples of **limited appropriateness**.	**Explains** why businesses use different branding methods and techniques, using **some appropriate** examples.	**Explains comprehensively** why businesses use different branding methods and techniques, using **wholly appropriate** examples.
Outlines a **few** key factors to consider when planning a brand identity for their business proposal.	**Explains many** of the key factors to consider when planning a brand identity for their business proposal.	**Explains** in **detail most** of the key factors to consider when planning a brand identity for their business proposal.
Creates a brand identity design to consider for their business proposal, and **states** why the chosen brand identity is likely to succeed, with **limited** reference to how the brand appeals to the specific customer profile.	Creates a **mostly appropriate** brand identity design for their business proposal, and **explains** why the chosen brand identity is likely to succeed, with **sound** reference to how the brand appeals to the specific customer profile.	Creates a **considered, wholly appropriate** brand identity design for the business proposal, and **justifies** why the chosen brand identity is likely to succeed, with **comprehensive** reference to how the brand appeals to the specific customer profile.
Partly describes the combination of brand methods or techniques chosen.	**Clearly explains** the combination of brand methods or techniques chosen.	**Thoroughly justifies** the combination of brand methods or techniques chosen.

MB 1: 1-3 marks	MB 2: 4-6 marks	MB 3: 7-9 marks
The promotional objectives for the product are **listed**.	The promotional objectives for the product are **clearly described**.	The promotional objectives for the product are **comprehensively explained**.
The proposed mix of promotional methods is **outlined**.	The proposed mix of promotional methods is **explained and mostly relevant** to the product.	The proposed mix of promotional methods is **thoroughly considered and wholly relevant** to the product.
The methods chosen **partly** complement each other. A **basic description** of how they complement each other and how the promotional mix relates to the customer profile is provided.	The methods chosen **mostly** complement each other. A **sound description** of how they complement each other and how the promotional mix relates to the customer profile is provided.	The methods chosen **fully** complement each other. A **comprehensive explanation** of how they complement each other and how the promotional mix relates to the customer profile is provided.

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

LO3: Be able to pitch a proposal to an audience – 35% (21 marks)		
MB1: 1-2 marks	**MB2: 3-4 marks**	**MB 3: 5-6 marks**
Basic support offered to peers on their practice pitch. **Limited refinement** of pitch plans and supporting materials. **Minimal reflection** on feedback offered or self-evaluation to prepare for final professional pitch. **Limited evidence** of planning the development of their personal pitching skills in preparation for the professional pitch.	**Some support** offered to peers on their practice pitch **to help them develop** their pitch further. Pitch plans and supporting materials are **refined** after **some reflection** on feedback offered and self-evaluation to prepare for final professional pitch. **Some evidence** of planning the development of their personal pitching skills in preparation for the professional pitch.	**Comprehensive support** offered to peers when performing or writing their practice pitch **to help them develop** their pitch further. Pitch plans and supporting materials are **well refined** after **thorough reflection** on feedback offered and self-evaluation to prepare for final professional pitch. **Clear evidence** of planning the development of their personal pitching skills in preparation for the professional pitch.
MB 1: 1-2 marks	**MB 2: 3-4 marks**	**MB 3: 5-6 marks**
A **basic** use of visual aid(s) to support the pitch. Resources/supporting materials are used with **limited effectiveness** to aid delivery of the pitch.	A **sound** use of visual aid(s) to support delivery of an **effective** pitch. Resources/supporting materials are used **mostly effectively** to aid delivery of the pitch.	A **wholly appropriate** use of visual aid(s) to support delivery of the pitch in a **wholly effective** way. Resources/supporting materials are used **wholly effectively** to aid delivery of the pitch.
MB 1: 1-3 marks	**MB 2: 4-6 marks**	**MB3: 7-9 marks**
A **basic** outline of the business proposal is presented using **elementary** presentation skills. **Limited** answers given to questions posed. **Little evidence** of consideration given to tailoring the pitch to meet the needs of the audience.	A **sound** outline of the business proposal is presented using **mostly effective** presentation skills. **Clear** answers given to questions posed. **Some evidence** of consideration given to tailoring the pitch to meet the needs of the audience.	A **thorough** outline of the business proposal is presented using **professional** presentation skills. **Well developed and justified** answers given to questions posed. **Clear** evidence of consideration given to tailoring the pitch to meet the needs of the audience.

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

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

3.4.5 Guidance on synoptic assessment – Unit R066

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific learning outcome. When completing work for assessment, learners should be encouraged to apply **relevant** skills/knowledge/understanding from Units R064 and R065. When assessing the learners' work teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links to content delivered in Units R064 and R065 identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

Links between units and synoptic assessment
The teaching and assessment of this unit will build upon the following Learning Outcomes of Unit R064: LO3 Understand product development LO4 Understand how to attract and retain customers This will include developing a brand identity and a promotional plan. Learners should be encouraged to apply their knowledge and understanding from Unit R064 to the related elements of Unit R066. Completion of Unit R065 *Design a business proposal* will be necessary before learners can start to complete this unit. Learners will use their customer profile information from Unit R065 to develop a brand and promotional plan for their proposed product and then pitch their idea to an external audience. In the final Learning Outcome of this unit, learners will complete an evaluation of both their pitch/pitching skills and overall business proposal. This will allow them to reflect on and review the knowledge, understanding and skills that they have gained throughout Units R064 and R065. **Learners <u>must</u> have completed the summative assessment for Unit R065 before they start the assessment for this unit.**

4 Assessment and grading

4.1 Overview of the assessment

Entry code	Qualification title	GLH	Reference
J819	OCR Level 1/ Level 2 Cambridge National Certificate in Enterprise and Marketing	120	603/0646/4

Made up of three mandatory units:

- Units R064, R065 and R066.

Individual unit details below:

Unit R064: *Enterprise and marketing concepts*	
60 GLH 1 hour 30 minute written examination 80 marks (120 UMS) OCR-set and marked	This question paper has two parts: - Part A - comprising of 16 multiple choice questions (MCQs) - Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.
Unit R065: *Design a business proposal*	
30 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.
Unit R066: *Market and pitch a business proposal*	
30 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

OCR-set assignments are available free of charge from the OCR website for the centre-assessed units R065 and R066.

To claim the Level 1/ Level 2 Cambridge National Certificate in Enterprise and Marketing qualification, learners must complete unit R064, unit R065 and unit R066.

4.2   Links between units and synoptic assessment

We want to help learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification. This is intended to help them show they have a holistic understanding of how enterprise and marketing are key functions for businesses and to go on to apply what they learn from this qualification to new and different situations and contexts.

To do this we've built synoptic assessment into the qualification. It requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units, in an integrated way and apply them to a key task or tasks.

The knowledge and understanding from unit R064 underpins the applied content within units R065 and R066. In addition, the learning and assessment from unit R065 will be carried forward to unit R066.

The assessment for unit R065 must be completed before learners can undertake the assessment for unit R066. Learners will use the customer profile information from unit R065 in unit R066, and, in unit R066, will be pitching their business proposal developed in R065. The final learning outcome of unit R066 will require learners to complete a review of the practical activities undertaken in **both** units R065 and R066.

It is important to be aware of the links between units and the requirement for synoptic assessment so that the teaching, learning and assessment can be planned accordingly. Then, when being assessed, learners can apply their learning in ways which show they are able to make connections across the qualification.

We give guidance within the marking criteria and OCR-set assignments about where learners should apply the knowledge and understanding from one unit to support their performance in another.

4.3   Grading and awarding grades

All results are awarded on the following scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)

- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

The shortened format of the grade will be displayed on Interchange and some administrative documents provided by OCR. However, the full format of the grade will appear on the certificates issued to learners.

The boundaries for Distinction at Level 2, Pass at Level 2, and Pass at Level 1 are set judgementally. Other grade boundaries are set arithmetically.

The Merit (Level 2) is set at half the distance between the Pass (Level 2) grade and the Distinction (Level 2) grade. Where the gap does not divide equally, the Merit (Level 2) boundary is set at the lower mark (e.g. 45.5 would be rounded down to 45).

The Distinction* (Level 2) grade is normally located as far above Distinction (Level 2) as Merit (Level 2) is below Distinction (Level 2).

To set the Distinction (Level 1) and Merit (Level 1) boundaries, the gap between the Pass (Level 1) grade and the Pass (Level 2) grade is divided by 3, and the boundaries set equidistantly. Where this division leaves a remainder of 1, this extra mark will be added to the Distinction (Level 1)-Pass (Level 2) interval, i.e. the Distinction (Level 1) boundary will be lowered by 1 mark. Where this division leaves a remainder of 2, the extra marks will be added to the Distinction (Level 1)-Pass (Level 2) interval, and the Merit (Level 1)-Distinction (Level 1) interval, i.e. the Distinction (Level 1) boundary will be lowered by 1 mark, and the Merit (Level 1) boundary will be lowered by 1 mark.

For example, if Pass (Level 2) is set judgementally at 59, and Pass (Level 1) is set judgementally at 30, then Distinction (Level 1) is set at 49, and Merit (Level 1) is set at 39.

Grades are indicated on qualification certificates. However, results for learners who fail to achieve the minimum grade (Pass at Level 1) will be recorded as *unclassified* (U or u) and this is **not** certificated.

This qualification is a unitised scheme. Learners can take units across several different series and they can also resit units. Please refer to section 7.6 *Unit and qualification resits*. When working out learners' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale (UMS) to enable this to be done.

A learner's uniform mark for each unit is calculated from the learner's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the learner's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (e.g. 40/60).

The uniform mark boundaries for each of the assessments are shown below:

Unit GLH	Max Unit Uniform Mark	Unit Grade								
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	u	0
30	60	54	48	42	36	30	24	18		
60	120	108	96	84	72	60	48	36		

The learner's uniform mark for Unit R064 will be combined with the uniform mark for the centre-assessed units to give a total uniform mark for the qualification. The learner's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Qualification	Max Uniform Mark	Qualification Grade								
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U	0
Certificate	240	216	192	168	144	120	96	72		

4.4   Performance descriptors

The performance descriptors indicate the level of attainment associated with Distinction at Level 2, Pass at Level 2 and Pass at Level 1. They are for use at awarding meetings. They give a general indication of the levels of attainment likely to be shown by a representative learner performing at these boundaries.

Performance descriptor – Distinction at Level 2

Learners will be able to:

- recall, select and apply **detailed** knowledge and **thorough** understanding of enterprise and marketing

- present information **clearly** and **accurately,** using a **wide range** of terminology

- apply **relevant** knowledge, understanding and skills in a **range** of situations to plan and carry out investigations and tasks **effectively**, reviewing their solutions, and working safely

- analyse and evaluate the evidence available, reviewing and adapting their methods **where appropriate**

- make **reasoned** judgements and **substantiated** conclusions

- create material which reflects **thoughtful** planning, **skilled** development and **perceptive** evaluation as well as **actively demonstrating** practical skills at a **high level**.

Performance descriptor – Pass at Level 2

Learners will be able to:

- recall, select and apply **sound** knowledge and understanding of enterprise and marketing

- present information **clearly** and with **some accuracy**, using a **range of** terminology

- apply knowledge, understanding and skills in a **range** of situations to plan and carry out investigations and tasks, reviewing their solutions, and working safely

- review evidence available, analysing and evaluating **some** information **clearly** and making **some basic** adaptations to their methods

- make **judgements** and draw **appropriate** conclusions

- create material which reflects **effective** planning, development and evaluation and an ability to demonstrate **sound** practical skills.

Performance descriptor – Pass at Level 1

Learners will be able to:

- recall, select and apply knowledge and understanding of **basic** aspects of enterprise and marketing

- present **basic** information, using **limited** terminology

- apply **limited** knowledge, understanding and skills to plan and carry out **simple** investigations and tasks, with an awareness of the need for safety

- review evidence and draw **basic** conclusions

- create material which demonstrates a degree of planning, development and evaluation and **limited** practical skills.

5 Centre assessment of units (R065-R066)

The centre-assessed units (R065 and R066) are designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

Units R065 and R066 are centre-assessed and externally moderated by OCR. Centres can choose whether they would like moderation via the OCR Repository or postal moderation.

Appendix B of this specification gives guidance for creating electronic evidence for the centre-assessed units. Please read it in conjunction with the unit content and marking criteria grids as it might inform delivery of the units.

The assessment guidance aims to provide clarification regarding the scope of the learning required in specific areas of the units where this is felt to be beneficial.

5.1 Tasks for the centre-assessed units R065 and R066

OCR sets the assignments for the centre-assessed units R065 and R066. The assignments will be available free of charge from the OCR website. Centres must only use these assignments and cannot use their own for summative assessment. **No changes should be made to any aspect of the OCR-set assignments (scenarios or tasks)**.

The OCR-set assignments are provided for summative assessment only and not as practice materials.

Over time OCR may build up a small bank of assignments. Centres may select from the OCR-set assignments provided when the learners are ready to complete their summative assessment. Learners are able to work on the tasks any time until the date the centre collects the work for internal assessment. OCR will review the OCR-set assignments annually which may result in an assignment being withdrawn and replaced. It is the centre's responsibility to check the OCR website to see which OCR-set assignments are available. We will give approximately 12 months' notice if an OCR-set assignment is to be withdrawn.

The duration of the assessment for centre-assessed units is included in the guided learning hours for the unit. Guidance will be given within the section "Information for Teachers" in each OCR-set assignment to indicate approximately how long learners should expect to spend on each task.

Teachers must ensure learners are clear about the tasks they are to undertake and the criteria which they are expected to meet.

5.1.1 Use of templates and writing frames

Teachers/assessors **must not** provide templates or writing frames for learners to use that may provide additional guidance when completing the assignment tasks. These may constitute over-direction, additional to that which is allowed by the qualification, and, therefore may be treated as malpractice.

For example, if learners choose to:

- use a questionnaire as part of their market research for unit R065, it is not acceptable for teachers/assessors to provide a questionnaire template that will prompt specific research findings. Learners must develop their own questionnaires and decide upon a suitable format and content.

- deliver a presentation as part of their pitch for unit R066, it is not acceptable for teachers/assessors to provide a presentation template that will prompt specific slide content. Learners must develop their own presentations and decide on suitable format and content.

Adding, amending or removing any work after it has been submitted for final assessment will constitute malpractice.

5.1.2 Presentation of the final piece of work

When producing final pieces of work for the centre-assessed tasks learners:

- can word process or handwrite their work

- may produce tables and graphs (if relevant) using appropriate ICT

- must acknowledge any copied material. See *The OCR Guide to Referencing*.

- must clearly mark quotations and provide a reference wherever possible

- must comply with the Data Protection Act when they are producing work for assessment. They must not reference another individual's personal details in any evidence produced for summative assessment. It's the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised.

Teachers/assessors must complete and attach a cover sheet to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:

- centre number
- centre name
- candidate number
- candidate name
- unit code and title
- assignment title.

5.2 Authenticity of work when completing the tasks (for units R065 and R066)

Teachers/assessors must be confident that the work they mark is the learner's own. Every learner must produce their own work independently. The teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the learner's work.

Wherever possible, the teacher should discuss work-in-progress with learners. This will not only ensure that work is underway in a planned and timely manner, but will also provide opportunities for teachers/assessors to check authenticity of the work.

The teacher/assessor must:

- make sure learners and other centre assessors understand what constitutes plagiarism and not accept plagiarised work as evidence

- be able to distinguish individual contributions from group work

- use supervision and questioning as appropriate to confirm authenticity

- make sure learners and centre assessors confirm the work is the learner's own.

5.2.1 Plagiarism

Learners must use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. Plagiarism is the submission of someone else's work as your own and/or failure to acknowledge a source correctly. Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by moderators. Teachers/assessors must make sure they do not accept plagiarised work as evidence.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the work not being allowed.

Plagiarism often occurs innocently when learners do not know that they must reference or acknowledge their sources, or aren't sure how to do so. It's important to make sure your learners understand:

- the meaning of plagiarism and what penalties may be applied

- that they can refer to research, quotations or evidence produced by somebody else but they must list and reference their sources

- quoting someone else's work, even when it's properly sourced and referenced, isn't an indication of understanding. The learner has to 'do' something with that information to show they understand it. For example, if a learner has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The learner has to interpret the data and, by relating it to their assignment, say what they think it means. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

We have a guide to referencing on our website. See *The OCR Guide to Referencing*: http://www.ocr.org.uk/i-want-to/skills-guides/.

We also give information for learners on plagiarism in the *Information for Learners* section of the OCR-set assignments.

5.2.2 Group working

Learners can work collaboratively or in groups to discuss the knowledge aspects of the units. However, all practical tasks and evidence submitted for assessment, to show they've met the grading criteria, must be entirely the learner's own work.

For example:

- Learners may discuss the concepts of customer profiles and market research in groups, but they must identify their own customer profile, create their own market research tools and complete their own market research.

- Learners may work in groups to discuss:
    - creative techniques and how to generate design ideas, but the design ideas generated must be individual to the learner and relevant to their identified customer profile and completed market research

    - the concepts of branding and how branding is used by businesses. However, any written work submitted for assessment regarding this subject must be the learners' own, individual work. Likewise, the brand identity created must be individual to each learner's product design

    - generically promotional methods used by businesses. However, the promotional objectives and methods proposed must be individual to each learner's product design.

5.2.3   Supervision

Centre-assessed work should be completed in the course of normal curriculum time, and supervised and marked by the teacher/assessor. Some of the work, by its very nature, may be undertaken outside the centre, for example, research work etc. As with all centre-assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own. If work is undertaken outside the centre you must use enough checks so you're confident the learner's work is authentic. For example, you can use questioning to confirm the depth and breadth of their understanding of the topic they've covered in a specific piece of work.

5.2.4   Use of questioning

Asking questions of a learner will help you determine if the work is their own. If you haven't been able to supervise the learner, then asking questions, for example, about how they've done the work, what processes they went through to produce it and how they've related that to the assignment, should give you a clear indication as to whether or not they've done the work themselves.

5.2.5   Learner and centre declarations

Both learners and teachers must declare that the work is the learner's own:

Each learner must sign a declaration before submitting their work to their teacher. A candidate authentication statement that can be used is available to download from the OCR website. These statements should be retained within the centre until all enquiries about results, malpractice and appeal issues have been resolved. **A mark of zero must be recorded if a learner cannot confirm the authenticity of their work.**

Teachers are required to declare the work submitted for internal assessment is the candidate's own work by completing a centre authentication form (CCS160) for each unit. Centre authentication forms should be retained within the centre until all post-results issues have been resolved.

5.3   Feedback to learners

Teachers/assessors can discuss work in progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity to check the authenticity of the work. Teachers/assessors must intervene if there's a health and safety risk.

Feedback must be provided to learners on the work they submit for assessment. It **must not** provide specific advice and guidance as this would be construed as coaching and constitutes malpractice.

Teachers/assessors can annotate feedback on the learner's original work submitted for assessment or record it in a separate document (whichever method is used, it must be available to the moderator).

Feedback should:

- be supportive, encouraging and positive

- inform the learner of what has been noticed, not what the teacher/assessor thinks

- describe what happened, what was produced and what was demonstrated.

Feedback can:

- identify that the learner hasn't met the command verb. For example, 'This is only a description, not an evaluation'

- identify what area of work could be improved but not detail how to improve it. Learners can be reminded about what they were taught but not how to apply it to improve the work.

Feedback **must not:**

- be so detailed that it provides a step-by-step guide on what to do

- coach the learner on how to achieve or complete the task

- provide model answers or detail specifically what amendments should be made

- provide detail on where to find information/evidence.

In other words, feedback must enable the learner to take the initiative in making amendments. It must not direct the learner in what to do to improve their work so that they do not need to think how to apply their learning and teachers/assessors must not do the work for them.

5.4   Marking centre-assessed units

All centre-assessed units are internally marked by centre staff using OCR marking criteria and guidance. Teacher-marked work will be externally moderated by the OCR-appointed moderator.

The centre is responsible for appointing someone to act as the assessor. This could be the teacher who has delivered the programme or another person from the centre.

The marking criteria must be used to mark the learners' work. These specify the levels of skills, knowledge and understanding that the learner is required to demonstrate. We provide a glossary of terms in Appendix C to help with the marking of learners' work. A Unit Recording Sheet (URS) should also be completed to record assessment decisions. A URS is provided for each unit and can be found on the qualification page of the website.

The learners' evidence should be in an appropriate format to demonstrate their skills, application of knowledge and understanding as specified in the grading criteria for a unit.

You should discuss with learners what the most suitable sources of evidence are. It isn't the quantity of the evidence they've produced that's important - it's the quality and breadth, that they've produced it themselves, and that it meets the grading criteria.

The primary evidence will be the outcomes of the assignment and could be written work, audio/visual recordings, digitally formatted documents, a product or photographs of the product. A Witness Statement must be completed for each learner for their **professional pitches** completed in LO3 of unit R066.

Learners should make sure their work is clearly presented, referenced and ordered to help in the assessment.

The same evidence can contribute to more than one unit as long as it clearly meets the relevant grading criteria. For moderation purposes it must be clear which part of that evidence is being used for each unit, and which grading criteria are being met in each unit.

5.4.1 Responses to questions

Questioning is often used to:

- check if a learner understands the work they have undertaken

- collect information on the type and purpose of the processes a learner has gone through

- test a learner's understanding of work which has been completed outside of the classroom.

If questioning is to be used as evidence towards achievement of specific learning outcomes, it is important that teachers/assessors record enough information about what they asked and how the learner replied, to allow the assessment decision to be moderated.

Questioning witnesses is normally a part of validating written witness statements. However, questioning witnesses could provide valuable evidence. Teachers/assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses.

5.4.2 Witness statements

It is a requirement that a teacher/assessor completes the witness statement **contained in the OCR set-assignment for unit R066** for each learner as evidence of their professional pitch (LO3). The witness statement should support evidence of a learner delivering a professional presentation, alongside evidence such as the script, speaker notes, presentation slides or digital recordings/photographic evidence.

Witness statements should be suitably detailed, for each learner, to enable the centre assessor and our moderator to determine if the grading criteria have been met.

Witness statements should not be necessary outside of the professional pitching task, as learners' evidence should address the required outcomes. The completion of a witness statement is not required for the practice pitch.

5.4.3 Use of a 'best fit' approach to marking criteria

The assessment tasks are marked by teachers/assessors according to the OCR marking criteria using a 'best fit' approach. For each of the marking criteria, teachers/assessors select the band descriptor provided in the marking grid that most closely describes the quality of the work being marked.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions.

The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.

- The descriptors should be read and applied as a whole.

- Make a 'best fit' match between the answer/evidence and the band descriptors.

- An answer/evidence does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

- Where there is more than one strand within the band descriptors for a learning outcome, and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

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

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

For example:

- evidence that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statements, the highest mark should be awarded

- evidence that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statements, the most appropriate mark in the middle range should be awarded

- if evidence is on the borderline between two bands but it is decided that it best fits the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statements for the higher band, the lowest mark for that band should be awarded.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor.

5.4.4 Annotation of learners' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation process and with the moderator if the work forms part of the moderation sample.

5.5 Internal standardisation

If you have a number of staff acting as assessors for this qualification, you **must** carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard. We have a guide on how internal standardisation may be approached on our Cambridge Nationals webpages.

If you're the only assessor in your centre for this qualification, then it's still advisable to make sure your assessment decisions are internally standardised by someone else in your centre, ideally someone who has experience of the nature of this qualification (e.g. is delivering a similar qualification in another subject) or relevant subject knowledge and asking them to review a sample of the assessments.

Teachers/assessors must keep evidence of internal standardisation in the centre for the moderator to see.

So there is a consistent approach to internal standardisation, you might decide to nominate an 'Internal Quality Assurer' (IQA).

Whoever is responsible for internal standardisation must make sure all assessors are assessing to the required standard and that all assessment decisions are fair, valid and reliable. To do this they must:

- advise on interpretation of the standards, including feedback from previous assessment (where relevant)

- co-ordinate assessment practice

- provide advice and support to assessors

- monitor and observe assessment practice to make sure that all assessments are in-line with the required standards

- sample assessments to confirm assessors' judgements

- make sure feedback is given to all assessors and documented (e.g. records of feedback)

- suggest ways in which assessment may be brought into line to meet the required standard

- check that all units have been included in internal standardisation

- maintain assessment documentation

- organise regular standardisation meetings/activities/events in your centre

- provide feedback to assessors and identify development needs

- act as arbitrator for any disagreements in outcomes of assessments, including appeals.

5.6   Resubmitting work for (summative) assessment

If teachers/assessors feel a learner has not performed at their best during the assessment, the learner can, at the centre's discretion, improve their work and resubmit it to the teacher for assessment. Teachers/assessors must be sure it is in the learner's interests to re-attempt the assessment.

A realistic date should be set for the resubmission of work having considered the purpose of the unit and what the learner intends to improve. Teachers/assessors **must** record the reasons why a learner has been allowed to resubmit in the centre's assessment decision records. Teachers/assessors **must** also follow our guidelines on giving feedback and record the feedback given to the learner on the original work. We monitor the assessment decisions you make.

Teachers/assessors must not encourage multiple resubmissions of work. Resubmission at the centre assessment stage is intended to allow the learner to reflect on feedback and improve, but not to be an iterative process where they make small modifications through on-going feedback to eventually achieve the desired level.

5.7   Submitting marks

We provide information on how to submit marks on our webpages for Exams Officers.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a centre-assessed unit then the learner should be indicated as being absent from that unit. If a learner completes any work at all for a centre-assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

5.8 Preparing for moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and to ensure that internal standardisation has taken place.

Centres can select from:

- **Moderated via OCR Repository**

- **Moderated via postal moderation**

Centres must ensure when selecting a moderation method that the appropriate entry and marks submission deadlines can be adhered to. See key dates and timetables on the OCR website.

For moderation to happen centres must submit their marks. This is known as making a claim.

When making your entries, the entry option specifies how the work is going to be moderated.

For each unit, you must choose the same moderation method for **all** learners, i.e. all learners for that unit in that series must be entered using the same entry option. You can choose different moderation methods for different units and in different series.

5.8.1 Moderated via postal moderation

Your sample of work must be posted to the moderator within three days of receiving the request. You should use one of the labels provided by OCR to send learners' work.

We would advise you to keep evidence of work submitted to the moderator (e.g. copies of written work or photographs of practical work). You should also obtain a certificate of posting for all work that is posted to the moderator.

Work may be submitted in digital format (on CD) for moderation but must be in a suitable file format and structure as detailed in Appendix B at the end of this specification.

5.8.2 Moderated via OCR Repository

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use it to upload files (singly or in bulk) for access by their moderator.

The OCR Repository:

- is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

- allows candidates to produce evidence and files that would normally be difficult for postal submissions, for example multimedia and other interactive unit submissions.

- is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

If the OCR Repository is used, all files should be clearly numbered and titled, and where combined electronically (for example in a pdf), these should be in a logical order as they would be in a physical portfolio.

All moderated units can be submitted electronically to the OCR Repository via Interchange. Please check section 7.4.1 for unit entry codes for the OCR Repository.

There are three ways to upload files to the OCR Repository:

1. Centres can upload multiple files against multiple candidates by clicking on 'Upload candidate files' in the 'Candidates' tab of the Candidate Overview screen.
2. Centres can upload multiple files against a specific candidate by clicking on 'Upload files' in the 'Candidate Details' screen.
3. Centres can upload multiple administration files by clicking on 'Upload admin files' in the 'Administration' tab of the Candidate Overview screen.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

5.8.3 Sample requests

Once you have submitted your marks, your exams officer will receive an email telling you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of learners' work.

Centres must provide the moderator with a copy of the URS for each learner listed in the sample.

Each learner's work must have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted via OCR Repository, this cover sheet must also be submitted electronically within each learner's files.

OCR will require some centres to release work for awarding and archive purposes and the cooperation of the centre is most appreciated in these instances, as it is imperative to have work available at awarding meetings. If this is required, then centres will be notified as early as possible.

Centres will receive the final outcome of moderation when the provisional results are issued. The following reports will be issued via Interchange:

- Moderation adjustments report – this lists any scaling that has been applied to internally assessed units
- Moderator report to centres – this is a brief report by the moderator on the internal assessment of learners' work.

5.9 Reporting suspected malpractice

It is the responsibility of the Head of Centre[1] to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the JCQ website and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from the JCQ website. Centres may also like to refer to the OCR Website for more details.

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[1] This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

6 Support for Cambridge National in Enterprise and Marketing

6.1 Free resources available from the OCR website

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular learners. Some resources also include sample candidate work and assessment, for exemplification of particular aspects of the specification. The resources are a body of knowledge that will grow throughout the lifetime of the specification. They include:

- Teaching activities

- Resources Links

- Delivery Guides

- Mapping Guides and Progress Trackers

- Examiners' Reports

6.2 Endorsed publications

We also work with a number of leading publishers who publish textbooks and resources for our specifications.

To see endorsed resources for individual subjects, visit the subject page on www.ocr.org.uk/
For more information on OCR's endorsement process visit www.ocr.org.uk/qualifications/gcse-and-a-level-reform/teaching-and-learning-resources/endorsed-resources/

6.3 Online community

To share and swap ideas for delivery, post questions, support other tutors, suggest ideas for employer engagement, share links to other teaching and learning resource and more, visit our online community social.ocr.org.uk/.

6.4　Training

We provide face-to-face courses and live online training events (webinars) where you can benefit from information, advice and guidance from subject experts and network with fellow professionals. We'll also produce presentations and films that provide detailed information and feedback about specifications, grading criteria and candidate performance in past sessions.

To find out more about professional development, please visit our website.

6.5　Active Results

Active Results is available to all centres offering the Cambridge Nationals qualifications.

activeresults

Active Results is a free results analysis service to help teachers review the performance of individual learners or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question-level data available from e-marking for unit R064

- you can identify the strengths and weaknesses of individual learners and your centre's cohort as a whole

- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

7 Administration

Full details of the administrative arrangements can be found in the administration area of the OCR website www.ocr.org.uk/administration/ .

7.1 Availability of assessment

There are two assessment series each year in January and June. Learners can be entered for different units in different assessment series. Assessment availability can be summarised as follows:

	Unit R064	Units R065-R066
January	✓	✓
June	✓	✓

Learners must have completed unit R065 before they start the assessment for unit R066.

Certification is available each January and June.

7.2 Equality Act information relating to Cambridge Nationals in Enterprise and Marketing

The Cambridge National in Enterprise and Marketing requires assessment of a broad range of skills and, as such, prepares learners for further study and higher level courses.

The Cambridge Nationals in Enterprise and Marketing qualification was reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled learners. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

7.3 Accessibility

There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners. It's important that you identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allows them to demonstrate attainment.

If a candidate requires access arrangements in Cambridge Nationals assessments that require awarding body approval, then approval covering Cambridge Nationals must be gained in Access Arrangements Online. Approval from GCSE or GCE applications alone no longer extends to other qualification types. For guidance or support please contact the OCR Special Requirements Team

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at www.jcq.org.uk/.

If you have learners who need a post-examination adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ documents *A guide to the special consideration process.*

If you think any aspect of this qualification unfairly restricts access and progression, please email or call our Customer Support Centre.

The access arrangements permissible for use in this specification are as follows:

Access arrangement	Yes/No	Type of assessment
Readers	Yes	All assessments
Scribes	Yes	All assessments
Practical assistants	Yes	All assessments
Word processors	Yes	All assessments
BSL interpreters	Yes	All assessments
Oral language modifiers	Yes	All assessments
Modified question papers	Yes	Timetabled examinations
Extra time	Yes	All assessments

7.4 Requirements for making an entry

We provide information on key dates, timetables and how to submit marks on our webpages for exam officers.

Centres must be registered with OCR in order to make any entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Details on how to register with OCR can be found on the [OCR website](#).

It is essential that unit entry codes are quoted in all correspondence with OCR.

7.4.1 Making estimated unit entries

Estimated entries are not required for Cambridge Nationals in Enterprise and Marketing.

Making final unit entries

When making an entry, centres must quote unit entry code and component codes. For the centre-assessed units, centres must decide whether they want to submit candidates' work for moderation via the OCR Repository, or via postal moderation. Candidates submitting work must be entered for the appropriate unit entry code from the table below.

Unit entry code	Component code	Assessment method	Unit titles
R064	01	Written paper	*Enterprise and Marketing Concepts*
R065 A	01	Moderated via OCR Repository	*Design a business proposal*
R065 B	02	Moderated via postal moderation	
R066 A	01	Moderated via OCR Repository	*Market and pitch a business proposal*
R066 B	02	Moderated via postal moderation	

The short title for these Cambridge National qualifications is CAMNAT and will display as such on Interchange and some administrative documents provided by OCR.

You do not need to register your candidates first; individual unit entries should be made for the series in which you intend to submit an internally assessed unit or sit the externally assessed examination.

Only make a certification entry using the overall qualification code (see below) in the final series.

7.5 Certification rules

Learners must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Learners may be entered for:

- OCR Level 1/ Level 2 Cambridge National Certificate - certification code J819

7.6 Unit and qualification resits

Learners may resit each unit and the best unit result will be used to calculate the certification result.

Learners may resit the externally assessed unit R064, **once**.

Centres must ensure that when arranging resit opportunities they are fair to all learners and do not give learners an unfair advantage over other learners. For example the learner must not have direct guidance and support from the teacher in producing further evidence for centre-assessed units. When resitting a centre-assessed unit, learners must submit new, amended or enhanced work, as detailed in the *JCQ Instructions for conducting coursework.*

Centres must ensure that when arranging resit opportunities they do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion; summative assessment series must not be used as a diagnostic tool and resits should only be planned if it is clear that the learner has taken full advantage of the first assessment opportunity and formative assessment process.

7.7 Post-results services

Under certain circumstances, a centre may wish to query the result issued to one or more learners. Reviews of results requests for all units must be made immediately following the series in which the relevant unit was taken (by the reviews of results deadline).

Please refer to the [JCQ Post-Results Services booklet](#) and the [OCR Administration](#) page for further guidance about action on the release of results.

For internally assessed units the review of results process cannot be carried out for one individual learner; the outcome of a review of moderation must apply to a centre's entire cohort.
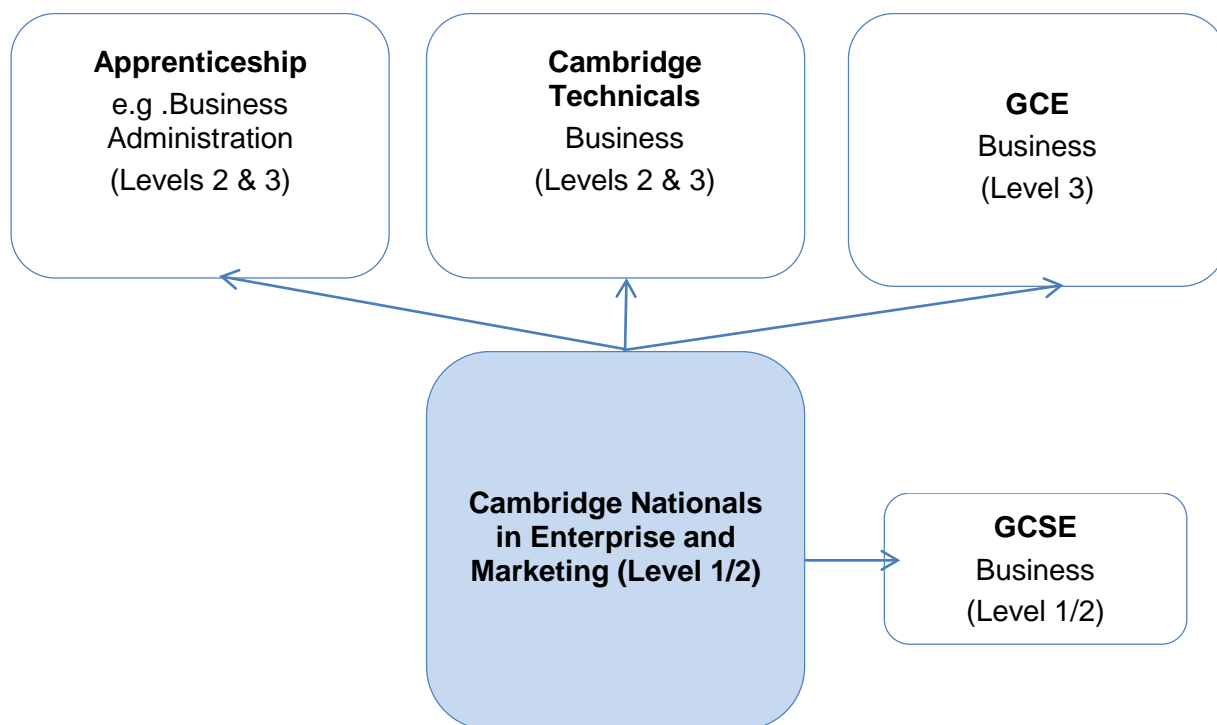
7.8 Shelf-life of units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

8 Other information

8.1 Progression from this qualification

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┌─────────────────────┐  ┌─────────────────────┐  ┌─────────────────────┐
│   Apprenticeship    │  │     Cambridge       │  │        GCE          │
│   e.g .Business     │  │     Technicals      │  │      Business       │
│   Administration    │  │      Business       │  │     (Level 3)       │
│   (Levels 2 & 3)    │  │   (Levels 2 & 3)    │  │                     │
└─────────────────────┘  └─────────────────────┘  └─────────────────────┘
         ↖                        ↑                        ↗
          ┌──────────────────────────────────┐
          │    Cambridge Nationals           │        ┌──────────────┐
          │    in Enterprise and             │───────▶│     GCSE     │
          │    Marketing (Level 1/2)         │        │   Business   │
          │                                  │        │  (Level 1/2) │
          └──────────────────────────────────┘        └──────────────┘
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OCR offers a range of general and vocational qualifications that allow suitable progression routes for all learners.

Centres are able to use this qualification to provide learners with the underpinning skills and knowledge that will enable them to progress into further related study.

8.2 Avoidance of bias

OCR has taken great care in preparing this specification and assessment materials to avoid bias of any kind. Special focus is given to the eight strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.3 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This qualification provides the potential for centres to develop learners' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues. This specification offers opportunities to contribute to an understanding of these issues in the following topics.

Issue	Examples of opportunities for developing an understanding of the issue during the course
Spiritual issues	o Offering the opportunity to consider how business has changed the way people go about their daily lives (including communication, shopping, entertainment, education and training, banking, social networking, online/remote working)
Moral issues	o Learning about appropriate conduct of businesses and their staff, uses of company property both real and intellectual, malicious use of this property and the damage this can cause, and the safe and responsible conduct of a business
Ethical issues	o Learning about the ethical considerations which affect business operations and decisions, including good practice o How business behaviour can affect the quality of life experienced by people with disabilities and the responsibility to meet individuals' access requirements o Learning how businesses take account of environmental considerations
Social issues	o Learning about social issues that can affect businesses, such as the response to negativity in the media relating to business practice, rising unemployment etc
Legislative issues	o The main aspects of legislation relating to business enterprise and marketing (e.g. Data Protection Act, Equality Act, trading standards, Copyright Design and Patents Acts, product safety legislation)
Economic issues	o Learning about how to make informed decisions about the choice and implementation of new products o The impacts of economic changes on small businesses (e.g. changes to business taxation)
Cultural issues	o Helping learners to appreciate that businesses contribute to the development of our culture and are becoming increasingly central to our future o How cultural awareness of the audience needs to be shown when communicating in business

8.4 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This qualification provides the potential to heighten learners' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

The specification incorporates learning about relevant health and safety, European and environmental legislation, and could include learning about how each of these factors has affected business practices.

8.5 Environmental issues

Learners could have the opportunity to learn about how changes in business practices have occurred due to increased awareness of environmental issues (e.g. waste disposal including recycling, energy saving measures, carbon footprint).

Learners could also explore the effect on natural resources of production and operational activities, including the sourcing of raw materials.

The understanding of environmental issues will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified within the taught content. Learners may choose to produce work that has an environmental theme or to enhance their learning by carrying out further personal study.

Appendix A: Guidance on witness statements

It is a requirement that the teacher/assessor completes the witness statement contained in the OCR set-assignment for LO3 of unit R066, for each learner as evidence of their professional pitch.

Witness statements **cannot** be used as evidence of achievement for a whole unit.

It is anticipated that the majority of evidence will be produced directly by the learner.

Indirect evidence, such as witness statements, should <u>only</u> be used where specified as an evidence requirement (i.e. for the professional pitch in LO3 of unit R066).

The witness statement should support evidence of a learner delivering a professional presentation, alongside other evidence such as the script, speaker notes, presentation slides or digital recordings/photographic evidence.

Witness statements should be suitably detailed to enable the centre assessor and our moderator to determine if the grading criteria have been met.

Witness statements should not be necessary outside of the professional pitching task, as learners' evidence should address the required outcomes.

For each learner the witness should:

- record what the learner has done and in doing so should not seek to repeat or paraphrase the marking criteria

- describe what the learner did. It is the responsibility of the teacher/assessor to judge the learner's skill, knowledge and understanding against the marking criteria. In doing so the teacher/assessor will use the witness statement to determine the value of the evidence against the marking criteria.

- be impartial, free from bias and they should not become involved in carrying out the activity on behalf of the learner. The use of relatives and close friends as witnesses should be avoided

- declare the relationship of the witness to the learner (e.g. teacher, trainer)

Where the above guidance has not been followed, the reliability of the witness statement may be called into question. In circumstances where doubt exists about the validity of a witness statement it cannot be used as assessment evidence and no marks may be awarded on the basis of it. If the unreliability of a witness statement becomes apparent during the moderation process, moderators will be instructed to adjust centre marks in accordance with this directive.

Appendix B: Guidance for the production of electronic evidence

Structure for evidence

The centre-assessed units are comprised of units R065-R066. For each learner, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the learner's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the learner's centre number, OCR candidate number, surname and forename, together with the unit code (R065 and R066), so that the portfolio is clearly identified as the work of one learner.

Each learner's internal assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save learners' work using an appropriate file format.

Learners must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Evidence submitted is likely to be in the form of word processed documents, presentation documents, digital photos and digital video.

To ensure compatibility, all files submitted electronically must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. Files should be exported in a generic format that can be opened on a PC computer system without any specialist software applications. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each learner.

Standard file formats acceptable as evidence for the Cambridge National in Enterprise and Marketing are listed below (**please note not all these formats can be submitted via the OCR Repository**, see following section):

Accepted File Formats for Cambridge Nationals (not OCR Repository)		
avi	odg	sxd
bmp	odp	sxi
csv	ods	sxw
doc	odt	tga
fla	pdf	tif
flv	png	txt
gif	pps	wav
jpg	ppt	wks
mov	psd	wma
mp3	rar	wmf
mp4	rtf	wmv
mpeg	swf	xls
mpg	sxc	zip

It is suggested that pdf files are supplied for native file types where possible.

N.B. Files created on a Mac must include the file extensions (e.g. webpage.html) to allow non-Mac users to open the files. When saving files created on a Mac you must make sure the final file is saved as a PC version to allow your work to be moderated.

Accepted File Formats for the OCR Repository
Movie formats for digital video evidence
MPEG (*.mpg)
QuickTime movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)
Graphics formats including photographic evidence
JPEG (*.jpg)
Graphics file (*.pcx)
MS bitmap (*.bmp)
GIF images (*.gif)
Animation formats
Macromedia Flash (*.fla)
Structured markup formats
XML (*xml)
Text formats
Comma Separated Values (.csv)
PDF (.pdf)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)

Appendix C: Marking criteria glossary of terms

Accurately	Acting or performing within care and precision; within acceptable limits from a standard.
Advanced	Being at a high level; progressive.
All	All relevant content for a specific area, as described in the unit.
Appropriate	Relevant to the purpose/task.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included.
Brief	Accurate and to the point but lacking detail/contextualisation/examples.
Clear	Focussed and accurately expressed, without ambiguity.
Comment	Present an informed opinion.
Communicate	Make known, transfer information.
Complex	Consists of several interwoven parts, all of which relate together.
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth.
Confident	Exhibiting certainty; having command over one's information/argument, etc.
Consider	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistently	A level of performance which does not vary greatly in quality over time.
Create	To originate (e.g. to produce a solution to a problem).
Critical	Incisive - exposing/recognising flaws.
Describe	Set out characteristics.
Design	Work out creatively/systematically.
Detail	To describe something item by item, giving all the facts.
Detailed	Point-by-point consideration of (e.g. analysis, argument).
Discuss	Present, explain and evaluate salient points (e.g. for/against an argument).
Effective	Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort.
Note on effective versus efficient: both express approval of the way in which someone or something works but their meanings are different. ***Effective** describes something which successfully produces an intended result, without reference to morality, economy or effort, or efficient use of resources. **Efficient** applies to someone or something able to produce results with the minimum expense or effort, as a result of good organisation or good design and making the best use of available resources.*	

Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience.
Explain	Set out the purposes or reasons.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
High	Advanced in complexity or development.
Independent	Without reliance on others.
Limited	The work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding.
List	Document a series of outcomes or events or information.
Little	A very small amount of evidence, or low number of examples, compared to what was expected, is included in the work.
Many	A large number of *(less than 'most' see below)*.
Minimal	A minimum amount, quantity, or degree; negligible.
Most	Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included.
Occasionally	Occurring, appearing or done infrequently and irregularly.
Outline	Set out main characteristics.
Partly	To some extent, but not completely.
Plan	Consider, set out and communicate what is to be done.
Present	1. Produce an exposition/résumé for an audience (e.g. at the conclusion of the project to demonstrate what has been done and the outcome). 2. Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Reasoned	Justified, to understand and to make judgments based on practical facts.
Relevant	Correctly focused on the activity.
Simple	The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner.
Some	About 50% of the content which would have been expected is included.
Sound	Valid, logical, shows the learner has secured relevant knowledge/understanding.
Support	Teacher gives training, instruction, guidance and advice as appropriate and monitors activities to assist learners in tackling/completing their projects, ensuring authenticity and a fair and accurate assessment.
Thorough	Extremely attentive to accuracy and detail.
Wholly	Entirely; fully.
Wide	The learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to scope/scale; comprehensive list of examples given.

YOUR CHECKLIST

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

☐ Bookmark **ocr.org.uk/cambridgenationalenterpriseandmarketing** for all the latest resources, information and news on Cambridge National in Enterprise and Marketing

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☐ Find out about our professional development at **cpdhub.ocr.org.uk**

☐ You can also contact our Cambridge Nationals Subject advisors for guidance and support at **vocational.qualifications@ocr.org.uk**

Resources and support for our Cambridge National in Enterprise and Marketing, developed through collaboration between our business subject specialists, teachers and other subject experts, are available from our website **ocr.org.uk/cambridgenationals**. You can contact our subject advisors who can give you specialist advice, guidance and support.

You can contact them at:
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01223 553998
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To stay up to date with all the relevant news about our qualifications, register for email updates at **ocr.org.uk/updates**

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This social network is a free platform where teachers can engage with each other – and with us – to ask questions, find and offer guidance, discover and share ideas and best practice.
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