

Supplementary series feedback

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Enterprise and Marketing

J837

For first teaching in 2022 | Version 1

**R069 Summer 2023 series
(exceptional autumn 2023 submission opportunity)**

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Introduction

This supplementary series feedback has been provided following the exceptional autumn 2023 submission opportunity. This feedback should be read alongside the [Summer 2023 Moderators' report](#) which covers Unit R068.

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

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

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Unit R069 General overview

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

When entering candidates for this unit ensure the correct code is used. Some centres incorrectly selected 01 (repository) for postal (02) entries. Work submitted for either code can also be uploaded to Submit for Assessment.

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

This was the first series when centres have submitted R069 coursework. Please note R069 is generic so candidates use the same theme for that unit as they did for R068.

Page numbering is required (can be handwritten) so that the assessor can signpost on the URS where the different Topic Areas (TA) have been met.

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

This unit uses a set assignment, so no amendments can be made to the scenarios or the tasks. No additional guidance notes or templates can be given to candidates to explain or help structure the tasks. These would be examples of malpractice.

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

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

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

Misconception



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

Task 1 – Developing a brand

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

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

For Part Two the customer profile designed in Task 2 R068 needs to be referenced when candidates are assessing the likely success of the brand. They must also reference their customer profile and research findings. Some candidates did not justify the combination of branding methods they had selected but wrote about each method individually.

OCR support



Candidate style answers are available on Teach Cambridge to support this TA.

Task 2 – Create a promotional campaign for your business proposal

The Key Performance Indicators for the promotional campaign need to be explained. Candidates must create three different types of promotional materials. These can all come from the advertising part of the specification although a mix between advertising, sales promotion and public relations might be a way to target the customer profile. These materials need to be created. This could mean creating a social media post, designing a poster etc. Candidates need to justify how well the methods complement each other not just why they have chosen each method.

The timeframe can be a list, table or Gantt chart. Some candidates produced a timeframe but did not comment on it. The marking criteria asks candidates to consider the suitability of the timeframe not just create a timeframe.

OCR support



Candidate style answers are available on Teach Cambridge to support this TA.

Task 3 – Develop a pitch for your proposal

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

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

Candidates need to produce the resources and supporting materials they need for their pitch. Some candidates only produced presentation slides to cover this section. This is insufficient evidence as even in MB1 the requirement is plural. If presentation slides are used this would meet 'a visual aid'. Candidates also need speaker notes/prompt cards and a second visual aid to hand out. The second visual aid to hand out could be a relevant handout, mood board, example of promotional material. It is important that this is clearly labelled in the work for Task 3.

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

In Part Two, candidates need to practice the pitch they have planned using the resources and supporting materials developed in Part One above. The pitch needs to be completed in front of at least two of their peers. The teacher does not give feedback on the practice pitch. Each peer must complete the OCR Practice Pitch Feedback Form. The centre must not create their own form for this task as this would be malpractice. The form contains a list of areas that their peers should consider when giving feedback. Detailed feedback needs to be provided under each area.

The candidate then watches the practice pitch of at least one of their peers and provides feedback on the OCR Practice Pitch Feedback Form. Therefore, each candidate will have at least three practice pitch feedback forms in their work. Two show their role as the pitcher and the other in their role of giving peer feedback. Some centres did not submit the required number of forms for each candidate.

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

OCR support



Candidate style answers are available on Teach Cambridge to support this TA.

Task 4 – Pitch your business proposal to an audience

The first marking grid for Task 4 is awarded for how well the candidate uses their resources and support materials during the professional pitch. It is not for the design of these, they have already gained a mark for this in Task 3 – develop a pitch for your proposal.

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

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

OCR support



Candidate style answers are available on Teach Cambridge to support this TA.

Task 5 – Reflect on your pitch and business proposal

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

Some of the work seen this series did not include areas for development and so marks were limited for this task. The set assignments signpost the contents for each of these reviews.

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

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

OCR support

Candidate style answers are available on Teach Cambridge to support this TA.

Misconception

No marks are awarded for theory as Performance Objective (PO) 1 is not assessed in the coursework.

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