

ENTERPRISE AND MARKETING



Specification

DRAFT

OCR Level 1/Level 2

Cambridge National in **Enterprise and Marketing**

J837

Version 1 (February 2021)

ocr.org.uk/cambridgenationals



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1 Why choose OCR?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. We have developed our specifications in consultation with teachers, employers and subject experts to provide students with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

1.1 Our specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more. We've created teacher-friendly specifications based on extensive research and

engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs.

1.2 Our support

We have a range of support services to help you at every stage, from preparation to delivery.

- A wide range of high-quality creative resources including resources created by leading organisations within the industry
- Textbooks and teaching and learning resources from leading publishers. For more information about all the published support for the Cambridge Nationals that has been endorsed by OCR please go to the [Cambridge Nationals page](#) on our website
- Professional development for teachers to fulfil a range of needs. To join our training (either face-to-face or online) or to search for training materials, please go to the [Professional Development page](#) on our website
- [Active Results](#) is our free results analysis service to help you review the performance of individual students or whole schools
- [ExamBuilder](#) is our free question-building platform that helps you to build your own tests using past OCR exam questions
- OCR subject advisors provide information and support to centres including specification and non-exam assessment advice, updates on resources developments and a range of training opportunities. They work with subject communities through a range of networks to share ideas and expertise to support teachers

Further help and support

Whether you are new to OCR or already teaching with us, you can find useful information, help and support on our [website](#). Or get in touch:

support@ocr.org.uk

@ocr_exams

01223 553998

1.3 Aims and learning outcomes

Our Cambridge National in Enterprise and Marketing will encourage students to:

- understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

1.4 What are the key features of this specification?

The key features of OCR's Cambridge National in Enterprise and Marketing for you and your students are:

- a simple and intuitive assessment model, consisting of an externally assessed unit that focusses on knowledge and understanding and two skills-based, non examined assessment units (NEA)
- a specification developed with teachers specifically for teachers. The specification lays out the subject content clearly
- a flexible support package formed after listening to teachers' needs. The support package will help teachers to easily understand the requirements of the qualification and how it is assessed
- a team of OCR Subject Advisors who support teachers directly and manage the qualification nationally
- the specification has been designed to progress onto Business at AS Level and/or A Level, and/or the Cambridge Technical in Business, or a T Level in Digital Business Services, or an Apprenticeship Standard such as Business Administration.

This qualification will help students to develop:

- entrepreneurial skills and knowledge, which are key to the business and enterprise sector, sole trader skills and knowledge in areas such as e-marketing, creativity, pitching and cost modelling
- a full range of transferable skills including Verbal Communication/Presentation, Research, Problem Solving, Analytical Skills, Digital Presentation Planning and Creative Thinking.

All Cambridge Nationals qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The qualification number for OCR's Cambridge National in Enterprise and Marketing is QN 603/7093/2.

2 Qualification overview

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

| | | | |
|--|---|--|--|
| Qualification number | 603/7093/2 | OCR Entry code | J837 |
| First entry date | 01/09/2022 | Approved age range | 14-16 |
| Guided learning hours (GLH) (page 11) | 120 | Performance information (page 11) | We've designed this qualification to meet the Department for Education (DfE) requirements for qualifications in the Technical Award category of the 14-16 performance tables |
| Total qualification time (TQT) (page 11) | 163 | Eligible for funding | It's designed to meet the funding requirements of a 14-16 study programme. |
| This qualification is suitable for students | <ul style="list-style-type: none"> aged 14-16 on a full-time study programme wanting to develop applied knowledge and practical skills in setting up and running a successful business enterprise. who want to progress onto other related study, such as our Applied General OCR Level 3 Cambridge Technical in Business, A Levels in Business, T Level in Digital Business Services, as well as Apprenticeship standards such as Business Administration as it is designed to meet the Department for Education's characteristics for a Technical Award. | | |
| Entry requirements | There is no requirement for students to achieve any specific qualifications before taking this qualification. | | |
| Qualification requirements (page 40) | Students must complete three units: <ul style="list-style-type: none"> one externally assessed unit two NEA units | | |
| Assessment method/model (page 40) | Unit R067 is assessed by an exam and marked by us. Your teachers will assess the NEA units and we will moderate them either using the OCR Repository or postal moderation. | | |
| Assessment series each year (page 56) | <ul style="list-style-type: none"> January June | | |
| Terminal assessment (page 56) | The exam must be taken in the final assessment series before qualification certification. The result from the exam taken in the final series will be the one that counts towards a student's overall grade. | | |
| Grading (page 42) | 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 Fail/Unclassified. | | |
| Exam resits (page 59) | Students can resit the exam but the result from the exam taken in the series where students certificate would be the result to count towards performance measures. | | |

| | | | |
|---|--|-----------------------|------|
| Qualification number | 603/7093/2 | OCR Entry code | J837 |
| Repeat submission of students' NEA work (page 54) | <p>If you and your students feel they have not performed at their best during assessment of the NEA units, the students can, at your discretion, improve their work and resubmit it to you for assessment. You must be sure it's in the students' best interests to re-attempt the assessment.</p> <p>For information about feedback see section 6. The final piece of work must be completed solely by the student and it is unacceptable for teachers to detail specifically what amendments should be made.</p> | | |

2.2 Qualification Structure

For this qualification, students must achieve **three** units: one externally assessed and two Non Examined Assessment (NEA) units.

Key to units for this qualification:

| | |
|-------------------------|------------------------------------|
| M = Mandatory | Students must achieve this unit |
| E = External assessment | We set and mark the exam |
| N = NEA | You assess this and we moderate it |

| Unit no. | Unit title | Unit ref. no. (URN) | Guided learning hours (GLH) | How are they assessed? | Mandatory or optional |
|----------|--------------------------------------|---------------------|-----------------------------|------------------------|-----------------------|
| R067 | Enterprise and marketing concepts | R/618/5877 | 48 | E | M |
| R068 | Design a business proposal | Y/618/5878 | 36 | NEA | M |
| R069 | Market and pitch a business proposal | D/618/5879 | 36 | NEA | M |

2.3 Purpose statement

OCR

Oxford Cambridge and RSA

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

Qualification number: 603/7093/2

Type of qualification: Technical Award

Overview

Who is this qualification for?

The Level 1/Level 2 Cambridge National in Enterprise and Marketing is aimed at students aged 14-16, studying a Key Stage 4 curriculum, who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed to sit alongside other GCSEs and contains both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. The Cambridge National in Enterprise and Marketing is graded pass, merit and distinction for Level 1 and pass, merit, distinction and distinction* for Level 2.

The Cambridge National in Enterprise and Marketing will equip you with sound specialist knowledge and skills for everyday use. It will challenge all students, including high attaining learners, by introducing you to demanding material and skills; encouraging independence and creativity; and providing tasks that engage with the most taxing aspects of the National Curriculum.

The qualification design will allow you to explore more deeply the things that interest you as well as providing good opportunity to enhance your learning in a range of curriculum areas.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable

This will help you to develop independence and confidence in using skills that would be relevant to the Business and Enterprise sector.

The qualification contains practical activities that build on theoretical knowledge so that you can put your learning into practice while also developing valuable transferable skills such as:

- **Verbal Communication/Presentation**
- **Research**
- **Analytical Skills**
- **Digital Presentation**

This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study. More information about this is given below.

What will you study as part of the qualification?

The qualification equips you with sound specialist knowledge through practical application. You will study three mandatory units:

- **R067: Enterprise and Marketing Concepts**
- **R068: Design a Business Proposal**
- **R069: Market and Pitch a Business Proposal**

Enterprise and Marketing Concepts

In the first unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include:

- Characteristics skills, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

Design a Business Proposal

In the second unit, you 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. Topics include:

- Market research
- Using market research findings to identify a customer profile
- Develop a product proposal for a business challenge
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

Market and Pitch a Business Proposal

In the third unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using the learning, self-assessment and feedback gathered. Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch

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

This qualification will help to develop knowledge and skills so that you can work with independence to create complete and coherent material which reflects effective planning, development and evaluation.

You will also develop a full range of transferable skills including Verbal Communication/Presentation, Research, Problem Solving, Analytical Skills, Digital Presentation Planning and Creative Thinking.

You will be able:

- to recall, select and apply knowledge and understanding of Enterprise and Marketing
- present information clearly and with accurately, using a range of terminology
- apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, testing their solutions, and working safely
- review evidence available, analysing and evaluating information clearly and making some basic adaptations to methods used

- make judgements and draw appropriate conclusions
- work with independence to create material which reflects effective planning, development and evaluation and an ability to demonstrate sound practical skills.

OCR offers a flexible and responsive range of general and vocational qualifications that allow suitable progression routes for all types of learners.

Centres are able to use these qualifications to create pathways that provide you with the underpinning skills and knowledge that will enable you to choose the most appropriate progression routes for your particular needs (further study, Further Education (FE)).

You can progress from OCR Cambridge National in Enterprise and Marketing to other vocational qualifications such as our Applied General Level 3 Cambridge Technical in Business, or an A Level in Business, or a T Level in Digital Business Services, as well as Apprenticeship standards such as Business Administration.

Which subjects will complement this course?

Other subjects that supplement or compliment this qualifications include:

- Cambridge National in Creative iMedia
- Cambridge National in Information Technology
- OCR GCSE in Business

Further details

Annotated SAM coming soon

Student guide coming soon

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3 About this qualification

3.1 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 and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully achieve their qualification.

OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing is 120 GLH and 163 TQT.

3.2 Language

This qualification and its assessment materials are available in English only.

Only answers provided in English will be assessed.

3.3 Performance information

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

You'll find information on performance tables for England on the Department for Education [website](#).

4 Units

4.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks.

4.1.1. Externally Assessed Unit (R067)

The externally assessed unit is made up of a number of topic areas. Each topic area has related teaching content that must be taught. A direct question may be asked about any content in the teaching content column.

The breadth and depth column helps to clarify the breadth and depth of teaching needed, and indicates the range of knowledge and understanding that may be assessed in the exam. This column also confirms any aspects that you do **not** need to teach in relation to the content as 'does not include' statements.

Knowledge and understanding

Students will need to **understand** the content unless the breadth and depth column identifies it as knowledge only.

- Any item(s) that should be taught as knowledge only will start with the word 'know' in the breadth and depth column.
- All other content is expected to be taught as understanding.

The table below explains what we mean by knowledge and understanding.

| | |
|----------------------|---|
| Knowledge | <ul style="list-style-type: none">• Be able to identify or recognise a given item, for example on a diagram• Use direct recall to answer a question, for example the definition of a term |
| Understanding | <ul style="list-style-type: none">• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall• Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts |

Students need to be taught the information in both the teaching content and breadth and depth columns.

4.1.2 NEA Units (R068 and R069)

The NEA units are made up of a number of topic areas with associated teaching content which details what must be taught as part of each topic area. The NEA units also have an exemplification column that provides

more information about, and examples relating to, the teaching content. This helps to exemplify the teaching expected so that students are equipped to successfully complete their assignments.

4.1.3 Command words

[Appendix B](#) gives information about the command words that will be used in both the external assessments and the NEA marking criteria and the expectations of them.

4.1.4 Performance Objectives (POs):

Each Cambridge National qualification has related Performance Objectives. There are four Performance Objectives in the OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing.

| Performance Objectives | |
|------------------------|---|
| PO1 | Recall knowledge and show understanding of enterprise and marketing concepts |
| PO2 | Apply knowledge and understanding of enterprise and marketing concepts |
| PO3 | Analyse and evaluate knowledge, understanding and performance |
| PO4 | Demonstrate and apply skills and processes relevant to enterprise and marketing |

PO1 is only relevant to the exam. PO4 is only relevant to the NEA assessments.

Cambridge National Enterprise and Marketing Performance Objective Weightings are as follows:

| Performance Objective | Examined Assessment | Non-Examined Assessment x 2 | Overall weighting |
|---|--|--|---|
| PO1 | 15 - 17% | n/a | 15 - 17% |
| PO2 | 15 - 19% | 15% | 30 - 34% |
| PO3 | 5 - 8% | 24% | 29 - 32% |
| PO4 | n/a | 21% | 21% |
| Overall weighting of assessments | 40% 70 raw marks 80 UMS | 60% 120 raw marks 120 UMS | 100% 190 raw marks 200 UMS |

4.2 Unit R067: Enterprise and marketing concepts

Setting up and running a business enterprise is an exciting challenge which lots of people embark on every day. In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. This unit will provide you with the knowledge and understanding of key enterprise and marketing topics. You will then demonstrate and apply this knowledge and understanding within the activities assessed for units R068 and R069.

Aims

In this unit you will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complement other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make.

You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance.

Unit R067: Enterprise and marketing concepts

Topic Area 1: Characteristics, risk and reward for enterprise

Teaching content

Breadth and depth

1.1 Characteristics of successful entrepreneurs

- Creativity
- Innovation
- Risk-taking
- Communication
- Negotiation
- Confidence
- Determination

To include:

- Why each characteristic may help the entrepreneur to be successful

Does not include:

- How to develop / acquire the characteristics

1.2 Potential rewards for risk taking

- Financial
- Independence
- Self-satisfaction
- Making a difference / change

1.3 Potential drawbacks for risk taking

- Financial
- Health / wellbeing
- Work-life balance
- Personal relationships

Does not include:

- Solutions to overcome / limit the risks and drawbacks

Unit R067: Enterprise and marketing concepts

Topic Area 2: Market research to target a specific customer

| Teaching content | Breadth and depth |
|--|---|
| 2.1 The purpose of market research | |
| <ul style="list-style-type: none"><input type="checkbox"/> To reduce risk<input type="checkbox"/> To aid decision making<input type="checkbox"/> To understand the market<input type="checkbox"/> To gain customers' views and understand their needs/wants<input type="checkbox"/> To inform product development<input type="checkbox"/> To understand how a good/service complements others on the market | <p>To include:</p> <ul style="list-style-type: none">• Why and when entrepreneurs need to carry out market research |
| 2.2 Primary market research methods | |
| <ul style="list-style-type: none"><input type="checkbox"/> Observations<input type="checkbox"/> Questionnaires/surveys/interviews<input type="checkbox"/> Focus groups<input type="checkbox"/> Consumer trials<input type="checkbox"/> Test marketing / pilots | <p>To include:</p> <ul style="list-style-type: none">• Advantages and disadvantages of primary versus secondary market research• Advantages and disadvantages of each primary market research method and secondary market research source• The primary/secondary market research may be physical or digital. Observations may be of people or location <p>Guidance:</p> <ul style="list-style-type: none">• 'The internet' can be used to conduct market research but would not be classed as a stand-alone research method or source in itself |
| 2.3 Secondary market research sources | |
| <ul style="list-style-type: none"><input type="checkbox"/> Internal data<input type="checkbox"/> Books/newspapers/trade magazines<input type="checkbox"/> Competitors' data<input type="checkbox"/> Government publications and statistics<input type="checkbox"/> Mintel or similar | |
| 2.4 Types of data | |
| <ul style="list-style-type: none"><input type="checkbox"/> Quantitative<input type="checkbox"/> Qualitative | <p>To include:</p> <ul style="list-style-type: none">• Benefits and limitations of each type of data• Data can be collated internally or externally |
| 2.5 Types of market segmentation | |
| <ul style="list-style-type: none"><input type="checkbox"/> Age<input type="checkbox"/> Gender<input type="checkbox"/> Occupation<input type="checkbox"/> Income<input type="checkbox"/> Location<input type="checkbox"/> Lifestyle | <p>To include:</p> <ul style="list-style-type: none">• The meaning of segmentation and simple problems/challenges that may be encountered if the market is not segmented <p>Does not include:</p> <ul style="list-style-type: none">• Specific classifications of market segmentation, for example ACORN, Mosaic |
| 2.6 The benefits of market segmentation to a business | |
| <ul style="list-style-type: none"><input type="checkbox"/> Ensures specific customer needs are matched and met<input type="checkbox"/> Potential for increased profits/profitability<input type="checkbox"/> Enables targeted marketing<input type="checkbox"/> Increased customer retention<input type="checkbox"/> Potential for an increase in market share | <p>To include:</p> <ul style="list-style-type: none">• The benefits of taking a targeted approach to marketing |

Unit R067: Enterprise and marketing concepts

Topic Area 3: What makes a product financially viable

Teaching content

Breadth and depth

3.1 Cost of producing the product

- Fixed costs (costs which do not vary with output)
 - Advertising
 - Insurance
 - Loan interest
 - Rent
 - Salaries
 - Utilities
- Variable costs (costs which vary with output)
 - Raw materials / components
 - Packaging
 - Wages
- Total cost
 - Fixed costs + variable costs

To include:

- Know the definitions of key terms such as fixed costs, variable costs and total cost
- Calculations such as:
 - Total cost
 - Total cost per unit
 - Variable cost
 - Variable cost per unit
 - Fixed cost
 - Fixed cost per unit
- Calculations involving different time periods, such as per month or per year

Guidance:

- 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 they are classified as fixed costs. Conversely, 'wages' are classified as variable costs
- Know that loan repayments are not a fixed cost – only the interest charged

3.2 Revenue generated by sales of the product

- Calculate total revenue (Selling price per unit x Number of sales)

To include:

- Calculations involving different time periods, such as per month or per year. Rearranging a formula to find a component, for instance calculate the number of items sold if the selling price and revenue are known

3.3 Profit/loss

- Calculate profit/loss per unit = Revenue (selling price) per unit - Total costs per unit
- Calculate profit for a given level of output = Total revenue - Total costs

To include:

- How to rearrange a formula to find a component, for instance calculate the value of the total costs if the total revenue and profit are known
- Know the difference between revenue and profit
- The concept of loss when total costs (per unit) exceed revenue (per unit)

Unit R067: Enterprise and marketing concepts

3.4 How to use the formula for break-even as an aid to decision making

| | |
|--|---|
| <ul style="list-style-type: none">□ Definition of break-even = the level of output where Total revenue = Total costs□ Formula for break-even quantity $\frac{\text{Fixed costs}}{\text{Selling price per unit} - \text{Variable cost per unit}}$□ Interpretation of a break-even graph to identify the break-even point□ How break-even information is used by an entrepreneur | <p>To include:</p> <ul style="list-style-type: none">• Break-even calculations• Rearranging the break-even quantity formula to find a missing number, for instance the selling price per unit <p>Guidance:</p> <ul style="list-style-type: none">• Students will not be expected to recall the break-even quantity formula• Students will not be expected to draw a break-even graph but may be asked to interpret a break-even graph or complete a partially completed graph• Contribution will not be assessed |
|--|---|

3.5 Importance of cash

| | |
|---|---|
| <ul style="list-style-type: none">□ The difference between cash and profit□ Consequences of a lack of cash | <p>Guidance:</p> <ul style="list-style-type: none">• Students will not be required to complete or interpret a cash flow forecast• Students will not be required to recommend solutions to cash flow issues |
|---|---|

Topic Area 4: Creating a marketing mix to support a product

Teaching content

Breadth and depth

4.1 The marketing mix elements for a good/service

| | |
|---|--|
| <ul style="list-style-type: none">□ Product□ Price□ Place□ Promotion | <p>To include:</p> <ul style="list-style-type: none">• Changes to the marketing mix for a specific good, service or business <p>Does not include:</p> <ul style="list-style-type: none">• The full 'seven P' marketing mix. People, Physical evidence and Processes will not be assessed |
|---|--|

4.2 How the elements of the marketing mix work together

| | |
|--|--|
| <ul style="list-style-type: none">□ Each element affects the appropriateness of decisions regarding other elements□ Consideration of the whole marketing mix and how the elements work together to create a specific brand image, such as premium or economy□ Satisfying the target market segment's needs | |
|--|--|

Unit R067: Enterprise and marketing concepts

4.3 Types of advertising medium used to attract and retain customers and the appropriateness of each

| | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Non-digital<ul style="list-style-type: none">▪ Leaflets▪ Newspapers▪ Magazines▪ Radio▪ Posters / billboards▪ Cinema<input type="checkbox"/> Digital<ul style="list-style-type: none">▪ Social Media – video, feedback, social networks▪ Websites▪ Online banners / pop-ups▪ SMS texts▪ Podcasts▪ Vlogs / blog | <p>To include:</p> <ul style="list-style-type: none">• The relative advantages and disadvantages of each medium <p>Guidance:</p> <ul style="list-style-type: none">• Social media advertising can be business-generated or third-party-generated and students must be aware of the differences. The potential advantages and challenges posed according to how the post is generated may be assessed <p>Does not include:</p> <ul style="list-style-type: none">• Knowledge of the technical aspects of digital mediums |
|---|---|

4.4 Sales promotion techniques used to attract and retain customers and the appropriateness of each

| | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Discounts<input type="checkbox"/> Competitions<input type="checkbox"/> Buy one get one free (BOGOF)<input type="checkbox"/> Point of sale advertising<input type="checkbox"/> Free gifts/product trials<input type="checkbox"/> Loyalty schemes<input type="checkbox"/> Sponsorship | <p>To include:</p> <ul style="list-style-type: none">• The relative benefits and limitations of each technique |
|--|--|

4.5 Public relations

| | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Product placement<input type="checkbox"/> Celebrity endorsement<input type="checkbox"/> Press / media releases | <p>To include:</p> <ul style="list-style-type: none">• The relative benefits and limitations of each method <p>Guidance:</p> <ul style="list-style-type: none">• Public relations activities must be realistic for a small business context |
|---|---|

4.6 How to sell the good/service to the consumer

| | |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Physical – shops, face to face<input type="checkbox"/> Digital – e-commerce, websites, social media marketplace sites, online auction sites, downloads | <p>To include:</p> <ul style="list-style-type: none">• An awareness of the growth in digital channels• The advantages and disadvantages of physical and digital channels <p>Does not include:</p> <ul style="list-style-type: none">• Channels of distribution• The role of different parties within a typical distribution channel, e.g. wholesalers |
|--|---|

4.7 The product lifecycle

| | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Development<input type="checkbox"/> Introduction<input type="checkbox"/> Growth<input type="checkbox"/> Maturity<input type="checkbox"/> Decline | <p>To include:</p> <ul style="list-style-type: none">• Which stage of the product lifecycle is most likely for a specific product based on sales data |
|---|---|

Unit R067: Enterprise and marketing concepts

4.8 Extension strategies for products in the product lifecycle and the appropriateness of each

| | |
|---|---|
| <ul style="list-style-type: none">□ Advertising□ Price changes□ Adding value(improving the specification of an existing product)□ Exploration of new markets (geographic or target market)□ New packaging | <p>To include:</p> <ul style="list-style-type: none">• The relative advantages and disadvantages of different extension strategies for a specific product <p>Guidance:</p> <ul style="list-style-type: none">• 'Products' include both goods and services• Students 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 |
|---|---|

4.9 Factors to consider when pricing a product to attract and retain customers

| | |
|---|--|
| <ul style="list-style-type: none">□ Income levels of target customers□ Price of competitor products□ Cost of production□ Stage of the product life cycle | <p>To include:</p> <ul style="list-style-type: none">• Which factors are most important when considering a specific start-up situation |
|---|--|

4.10 Types of pricing strategies and the appropriateness of each

| | |
|--|--|
| <ul style="list-style-type: none">□ Competitive pricing□ Psychological pricing□ Price skimming□ Price penetration | <p>To include:</p> <ul style="list-style-type: none">• The relative advantages and disadvantages of each pricing strategy <p>Does not include:</p> <ul style="list-style-type: none">• Reference to a specific price – only a pricing strategy |
|--|--|

Unit R067: Enterprise and marketing concepts

Topic Area 5: Factors to consider when starting up and running an enterprise

Teaching content

Breadth and depth

5.1 Appropriate forms of ownership for business start-ups

- Sole trader
- Partnership, including limited liability partnerships
- Private Limited Company (Ltd)
- Franchise
- Features of each form of ownership
 - Ownership
 - Liability
 - limited
 - unlimited
 - Responsibility for decision making
 - Distribution of profit to the owners

To include:

- Relative advantages and disadvantages of each form of ownership
- 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
- The responsibility for decision making may belong not only to the owners, but others such as franchisors etc

Guidance:

- Franchise – while franchise may not be considered a true form of ownership in the same way as the other forms of ownership listed, it is important that students understand the concept of a franchise, as it is a realistic operational model for business start-ups

Does not include:

- Public limited companies
- Detailed knowledge of the steps involved in creating a new business, e.g. contents and names of the documents to send to Companies House

5.2 Source(s) of capital for business start-ups and expansion

- Own savings
- Friends and family
- Loans
- Crowdfunding
- Grants
- Business angels

To include:

- Relative advantages and disadvantages of each source of capital
- Sources of capital could be used for start-up and business expansion
- Friends and family may offer financial support as a gift or a loan

Does not include:

- Short term sources of finance such as overdrafts and trade credit
- Hire purchase and leasing

Unit R067: Enterprise and marketing concepts

5.3 Support for enterprise

- Finance providers, e.g. bank, business angel
- Local council enterprise department
- Accountants
- Solicitors
- Friends/family
- Chamber of Commerce
- Government
- Charities

To include:

- Appropriate sources of support for an entrepreneur
- Relative advantages and limitations of sources of support

Does not include:

- Names of specific charities that may support enterprise
- Details of specific support that each one may offer, e.g. names of grants offered by Government

Assessment guidance

The external assessment will consist of a 1 hour 15 minute externally assessed examination. This will be conducted under examination conditions. For more details refer to the Administration area, <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. Section A will contain ten multiple choice questions. The questions in Section B will be context based and will include short/medium answer questions, extended response analysis and evaluation questions. The

extended response evaluation question will assess content from Topic 4.

In Section B, students will be presented with a short scenario and will apply their knowledge of enterprise and marketing concepts to produce relevant responses. Students will be expected to make appropriate recommendations for the short scenario provided throughout Section B. These recommendations may relate to any of the topic areas in unit R067. Throughout Section B, students will be expected to give responses applied to the scenario given. These responses may relate to any taught content from unit R067.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning with students applying their learning in a practical, skills-based way. The synoptic grids at the end of the NEA units show these synoptic links.

More information about synoptic assessment within this qualification can be found in [section 5.2 synoptic assessment](#).

4.3 Unit R068: Design a business proposal

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business challenge scenario.

Aims

In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit. You will use the evidence you have generated to decide whether you think that your new product is

likely to be financially viable. On completion of this unit, you will have gained some of the essential skills and knowledge needed if you want to start a business, but also the transferable skills of creativity, self-assessment, providing and receiving feedback, research and evaluation. The skills and knowledge developed from this unit will also be transferable to further learning in and when completing Unit R069 *Market and pitch a business proposal*.

Unit R068: Design a business proposal

Topic Area 1: Market research

Teaching content

Exemplification

1.1 Carry out market research to aid decisions relating to a business proposal

1.1.1 How to select appropriate primary and secondary market research methods and data types in order to complete meaningful research:

- Identifying the overall aims of the research
- Selecting appropriate research methods to gather relevant information
- Selecting appropriate research types
- Identifying factors that businesses need to consider when completing research:
 - Cost
 - Location
 - Personnel availability
 - Time

Market research methods will include:

- Primary research
- Secondary research

Market research data types will include:

- Qualitative
- Quantitative

1.1.2 Sampling methods:

- Cluster
- Convenience
- Random
- Quota

Unit R068: Design a business proposal

1.1.3 Use appropriate market research tools for a business proposal:

- Choosing a sampling method appropriate to a given scenario
- Using appropriate skills:
 - ICT
 - verbal communication
 - non-verbal communication e.g. eye contact, body language
 - written communication
- Checking the accuracy of secondary research:
 - Reliability of sources
 - Check the accuracy of information against a second source

Examples of market research tools may include:

- Primary tools:
 - Observations
 - Questionnaires
 - Surveys (digital or paper-based)
 - Focus groups
 - Consumer trials
 - Test marketing / pilots
- Secondary tools:
 - Data collection sheet
 - Spreadsheets
- Secondary market research sources:
 - Books/newspapers/trade magazines
 - Competitors' data
 - Government publications and statistics
 - Mintel or similar

1.2 Review the results of market research

- Methods of collating data
 - Frequency table
 - Table
 - Tally chart
- Methods of presenting data
 - Charts
 - Diagrams
 - Tables

Examples of charts may include:

- bar chart
- pie chart
- line chart
- scatter graph

Topic Area 2: How to identify a customer profile

Teaching content

Exemplification

2.1 Identify potential customers and build a customer profile based on market research findings

- How to apply market segmentation to build a customer profile:
 - Age
 - Gender
 - Occupation
 - Income
 - Lifestyle
 - Location

Unit R068: Design a business proposal

Topic Area 3: Develop a product proposal

| Teaching content | Exemplification |
|--|--|
| 3.1 Create a design mix for a new product: | |
| <ul style="list-style-type: none">□ Function□ Aesthetics<ul style="list-style-type: none">▪ Features needed to make the product attractive to the customer▪ Features which create a USP▪ How market segment(s) influence the aesthetics□ Economic manufacture<ul style="list-style-type: none">▪ Price potential customers are willing to pay▪ How market segment(s) may influence the potential selling price▪ Added value▪ How costs affect the ability to break-even/make a profit | Examples of a design mix may include: <ul style="list-style-type: none">• How a product must satisfy customer need• How customer need affects design |
| 3.2 Review designs for a product proposal | |
| 3.2.1 How to review designs for a product proposal: <ul style="list-style-type: none">□ Self-assessment□ Plan methods of gaining feedback on a design proposal□ Gain feedback via:<ul style="list-style-type: none">▪ Verbal feedback such as peer discussions, telephone surveys, focus groups with target customers▪ Written feedback such as printed questionnaires, email surveys▪ Online feedback such as social media, online communities, Survey Monkey | Examples of how to review a design mix should include: <ul style="list-style-type: none">• Assessing the strengths and weaknesses of a design proposal:<ul style="list-style-type: none">○ Relating to proposed customer profile○ Relating to the approach taken to gather market research data |
| 3.2.2 How to finalise a design after feedback | Examples of how to finalise a design may include making: <ul style="list-style-type: none">• Modifications to the product to meet the needs of the customer profile• Modifications to the product based on feedback |

Unit R068: Design a business proposal

Topic Area 4: Review whether a business proposal is financially viable

Teaching content

Exemplification

4.1 Calculate costs, revenue, break-even and profit relating to a business proposal

- Variable costs
- Total costs
- Proposed selling price per unit
- Revenue
- Break-even level of sales including the impact of a change in price
- Profit per unit
- Total profit

4.2 Apply an appropriate pricing strategy

- How to select an appropriate pricing strategy based on market research findings and customer profile

Examples of pricing strategies include:

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

4.3 Review the likely financial viability of a business proposal

- Likelihood to break-even
- Likelihood to make a profit

Examples of financial viability will include:

- Predicted break-even level of sales
- Predicted number of sales
- Predicted revenue
- Predicted total costs
- Predicted profit (total revenue – total costs)
- Pricing decision

Topic Area 5: Review the likely success of the business proposal

Teaching content

Exemplification

5.1 Risks and challenges when launching a new product

5.1.1 Identify the risks and challenges when launching a new product

- Impact of external factors
- Competitors
- Lack of business experience
- Making a loss
- Overestimating/underestimating consumer demand
- Overspending on a budget

External factors will include:

- Political
- Economic
- Social
- Technological
- Legal - Examples of legal may include:
 - gaining copyright and patenting if appropriate
- Environmental
- Ethical

5.1.2 How the impact of risks and challenges can be minimised/overcome:

- Use of experienced advisors
- Contingency planning
- Detailed research
- Attending training courses

Examples of detailed research may include:

- competitors
- likely consumer demand
- costs
- economic conditions

Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria below. The marking criteria command words are further explained in Appendix B *Command words*.

Task 1 – Complete market research to aid decisions

| Topic Area 1: Market research | | |
|---|---|--|
| MB1: 1–4 marks | MB2: 5–8 marks | MB3: 9–12 marks |
| <p>Identifies the overall aims of the market research. Basic outline of the sampling method(s) to be used, evidencing limited understanding.</p> <p>Creates market research tools with limited effectiveness, resulting in completed research outcomes with limited relevance to the aims.</p> <p>Collates the results and uses basic methods to briefly present the research outcomes.</p> <p>Limited review of the collated results.</p> | <p>A sound explanation of the overall aims of the market research. Sound justification of the sampling method(s) to be used, evidencing some understanding.</p> <p>Creates <u>three</u> mostly effective market research tools, resulting in completed research outcomes with some relevance to the aims.</p> <p>Collates the results and uses mostly effective method(s) to present the research outcomes.</p> <p>Sound review of the collated results.</p> | <p>A comprehensive explanation of the overall aims of the market research. Comprehensive justification of the sampling method(s) to be used, evidencing clear understanding.</p> <p>Creates <u>three</u> comprehensive, accurate and fully effective market research tools resulting in completed research outcomes that are fully relevant to the aims.</p> <p>Collates the results and uses effective method(s) to present the research outcomes.</p> <p>Comprehensive analysis of the collated results.</p> |

Task 2 – Identify a customer profile

| Topic Area 2: How to identify a customer profile | | |
|---|---|--|
| MB1: 1–2 marks | MB2: 3–4 marks | MB3: 5–6 marks |
| <p>Describes limited features of a specific customer profile using market segmentation techniques.</p> <p>Limited justification of the selected customer profile.</p> | <p>Describes some features of a specific customer profile using market segmentation techniques.</p> <p>Some justification of the selected customer profile, with reference to the market research findings.</p> | <p>Describes in detail the features of a specific customer profile using market segmentation techniques.</p> <p>Detailed justification of the selected customer profile, with reference to the market research findings.</p> |

Task 3 – Produce a design proposal

| Topic Area 3: Develop a product proposal | | |
|---|--|--|
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| <p>Creates a basic outline of a design mix with limited/no reference to the customer profile and market research findings.</p> <p>Generates product design ideas with limited use of creative techniques.</p> <p>Limited description of how the design mix and market research findings have informed one of the designs.</p> | <p>Creates an outline of an appropriate design mix with some justification.</p> <p>Generates product design ideas with adequate use of creative techniques.</p> <p>Sound description of how the design mix and market research findings have informed one of the designs.</p> | <p>Creates an outline of an appropriate design mix with comprehensive justification.</p> <p>Generates product design ideas with effective use of creative techniques.</p> <p>Comprehensive description of how the design mix and market research findings have informed one of the designs.</p> |

Task 4 – Develop a product proposal

| Topic Area 3: Develop a product proposal | | |
|---|--|---|
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| <p>A basic summary of the strengths and/or weaknesses of the design proposal is produced. Limited or no reference is made to the self-assessment and the verbal and written feedback gathered.</p> <p>Design modifications, with limited relevance to self-assessment and feedback, are carried out with basic description.</p> <p>Basic reasons for choosing the final design are provided.</p> | <p>A sound summary of the strengths and weaknesses of the design proposal is produced. Some reference is made to the self-assessment and the verbal and written feedback gathered.</p> <p>Design modifications, with sound relevance to self-assessment and feedback, are carried out with adequate description.</p> <p>Some explanation of the reasons for choosing the final design is given, with reference to both the design mix and feedback.</p> | <p>A comprehensive summary of the strengths and weaknesses of the design proposal is produced. Detailed reference is made to the self-assessment and the verbal and written feedback gathered.</p> <p>Design modifications, with clear relevance to self-assessment and feedback, are carried out with full description.</p> <p>The reasons for choosing the final design are fully justified, with reference to both the design mix and feedback.</p> |

Task 5 – Review whether a business proposal is financially viable

| Topic Area 4: Review whether a business proposal is financially viable - Part One | | |
|---|---|--|
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| <p>Identifies a limited range of variable costs relating to the chosen product design. Variable cost calculations for the product design are completed, with limited accuracy.</p> <p>Predicts a number of units sold in the first month that evidences no/basic reasoning.</p> <p>Selects a pricing strategy and selling price for the product design with no/limited relevance to the identified customer profile.</p> <p>Calculates the predicted total costs and predicted total profit for the first month with limited accuracy.</p> | <p>Identifies some relevant variable costs relating to the chosen product design. Variable cost calculations for the product design are mostly accurately completed.</p> <p>Predicts a number of units sold in the first month that evidences sound reasoning.</p> <p>Selects an appropriate pricing strategy and selling price for the product design with some reference to the identified customer profile.</p> <p>Calculates the predicted total costs and the predicted total profit for the first month with some accuracy.</p> | <p>Identifies all relevant variable costs relating to Identifies all relevant variable costs relating to the chosen product design. Variable cost calculations for the product design are accurately completed.</p> <p>Predicts a number of units sold in the first month that evidences detailed reasoning.</p> <p>Selects an appropriate pricing strategy and selling price for the product design that is clearly focused on the identified customer profile.</p> <p>Calculates the predicted total costs and predicted total profit for the first month accurately.</p> |
| Topic Area 4: Review whether a business proposal is financially viable - Part Two | | |
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| <p>Applies the break-even formula to calculate break-even for the business proposal, with limited accuracy.</p> <p>Provides a basic outline of the impact of a change in price on the break-even level of sales for the business proposal.</p> <p>The financial viability of the business proposal is assessed with limited accuracy and detail.</p> | <p>Applies the break-even formula to calculate break-even for the business proposal with some accuracy.</p> <p>Provides a sound description of the impact of a change in price on the break-even level of sales for the business proposal.</p> <p>Adequate evaluation of the financial viability of the business proposal.</p> | <p>Applies the break-even formula to calculate break-even for the business proposal accurately.</p> <p>Provides a comprehensive description of the impact of a change in price on the break-even level of sales for the business proposal.</p> <p>Full evaluation of the financial viability of the business proposal.</p> |

Task 6 – Review factors that may impact the success of the business proposal

| Topic Area 5: Review the likely success of the business proposal | | |
|---|--|---|
| MB1: 1–2 marks | MB2: 3–4 marks | MB3: 5–6 marks |
| Risks and challenges involved with producing and launching a new product are identified . | Sound explanation of the risks and challenges involved with producing and launching a new product. | Comprehensive and realistic explanation of the risks and challenges involved with producing and launching a new product. |
| Basic links made between the business proposal and risks and challenges faced with limited explanation. | Adequate evaluation of the impact that risks and challenges faced may have on the success of the business proposal. | Fully evaluates the impact that risks and challenges faced may have on the success of the business proposal. Reference made to how these risks and challenges could be minimised/overcome. |

Assessment guidance

| Task | Assessment guidance |
|---------------|--|
| Task 1 | <ul style="list-style-type: none"> Students must carry out both primary and secondary research. Two primary research tools and one secondary research tool must be created and used. Students must also gather both qualitative and quantitative data. Students must use the secondary research carried out e.g. a screen shot of a company website is not an appropriate example of using a secondary research tool. Any information from a website must be presented e.g. in a table/graph, to provide the evidence that the tool has been used. Students should clearly reference any secondary sources of information used. Students must collate the findings of their research and then present this using at least one appropriate method. Students are not required to explain the method(s) used. The final review should be about analysing the overall results of Task 1. |
| Task 2 | <ul style="list-style-type: none"> Students must describe their chosen customer profile based on their own market research findings. Their description should include reference to market segmentation types (R067 2.5). |
| Task 3 | <ul style="list-style-type: none"> Students must produce two design ideas. Evidence must be provided of the use of one different creative technique for each design. Each design must include an outer material, a lining and at least two accessories from the list provided If a student produces only one design idea or uses only one creative technique, judgment on the second marking criterion (Generates product design ideas...) should be limited to MB1. This should not affect your judgement for the first or third criterion. |
| Task 4 | <ul style="list-style-type: none"> Students must provide evidence of the verbal and written feedback gained from different individuals and their own self-assessment. |
| Task 5 | <ul style="list-style-type: none"> Students must independently perform all calculations for this task although the formulae can be provided. Students must choose one pricing strategy and explain why it is appropriate for their trainer design. There is no requirement to explain other pricing strategies. |
| Task 6 | <ul style="list-style-type: none"> Students need only consider the risks and challenges that are relevant to their own, specific design and their own business proposal. |

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R067. The following table details where these synoptic links can be found:

| Unit R068: Design a Business proposal Topic Area | R067: Enterprise & Marketing Concepts Topic Area |
|--|---|
| 1 Market research | 2 Market research to target a specific customer |
| 4 Review whether a business proposal is financially viable | 3 What makes a product financially viable |

More information about synoptic assessment within this qualification can be found in [section 5.2 Synoptic assessment](#).

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4.4 Unit R069: Market and pitch a business proposal

Following on from unit R068 where you created a design proposal for your product, you now need to understand how to create a brand identity and promotional plan for your product proposal.

Aims

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. To help you prepare for this, you will first practise in front of your peers, asking them to review your presentation and feed back ways in which you can improve it. You will also

need to offer feedback to others in your group about their pitches. After delivering your professional pitch to an audience, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product. On completion of this unit you will have gained some of the essential skills and knowledge needed to start a business. You will also have gained the transferable skills of creativity, self-assessment, providing and receiving feedback, communication and evaluation.

Unit R069: Market and pitch a business proposal

Topic Area 1: Develop a brand identity to target a specific customer profile

Teaching content

Exemplification

1.1 What is a brand?

- Brand personality
 - Durable
 - Luxurious
 - Sporty
 - Value for money
 - Exciting
- Brand identity
 - Visual look
 - Colours used
 - Typeface
 - Logo placement
- Brand image
 - Logo design
 - Customer perception
 - Brand association

Brand personality includes:

- How the customers perceive the brand

Brand identity includes:

- The visible elements that identify the brand in the mind of the customer

Brand image includes:

- The unique combination of views held about the brand by the customers

1.2 Why branding is used

- Trust
- Brand recognition
- Product image
- Differentiation
- Adding value
- Customer loyalty

Unit R069: Market and pitch a business proposal

1.3 Branding Methods

- Brand name
- Logo
- Sound / jingle
- Strapline
- Characters
- Celebrity endorsement

Examples of characters may include:

- animated characters
- animals associated with the product

1.4 Produce a competitor analysis

1.4.1 Key factors when researching competing brands

- Strengths
- Weaknesses
- Unique selling point
- How the product proposal differs to those brands

1.4.2 Identify opportunities and threats in the external environment

- Economic
- Social
- Technological
- Ethical

Guidance:

- For the purposes of this qualification, environmental factors can be incorporated within Ethical factors

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

Teaching content

Exemplification

2.1 How to create a promotional campaign for a product / brand

2.1.1. Explain the objectives of a promotional campaign

- To raise awareness of a product or service
- To differentiate
- To create market presence
- To increase market share

2.1.2 Create a plan for a promotional campaign

- Appropriate timeframe for the whole campaign
- Appropriate timeframe for each activity within the promotional campaign
- Importance of review phase within a promotional campaign
- Importance of Key Performance Indicators (KPIs) within the promotional campaign

Example of campaign planning tools may include:

- a simple Gantt chart

2.1.3 How to create appropriate promotional materials

- Appropriate for a given business proposal
- Appropriate for customer profile
- Complementary to each other and to the promotional materials

Teaching of promotional materials will include:

- Both digital and non-digital methods
- A basic understanding that some promotional materials are more expensive than others. Actual costs of promotional materials are not required

Unit R069: Market and pitch a business proposal

Topic Area 3: Plan and pitch a proposal

Teaching content

Exemplification

3.1 Considerations when planning a professional pitch

- The pitch objectives
 - Inform the audience
 - Persuade the audience
- The audience
 - Who is the expected audience?
 - Audience needs / interests
 - Accessibility of content
- Venue
 - Appropriate size
 - Appropriate room layout
 - Equipment required
- Media / materials
- Personal appearance
- Structure of the pitch
 - Introduction
 - Content presented logically
 - Conclusion
- Use of visual aids

- How to anticipate potential questions and plan responses

Examples of visual aids may include:

- PowerPoint/ Google slides, Prezi
- video clips
- clips from the internet, prototype of product proposal
- examples of competitor products

3.2 Use and development of personal and presentation skills

- Verbal skills
 - Clarity
 - Tone of voice
 - Voice projection
 - Formal / informal language
 - Speaking pace
- Non-verbal skills
 - Posture
 - Eye contact
 - Confidence
 - Gestures
 - Persuasiveness
- Use of notes / cues / pitch script
- Time management

Unit R069: Market and pitch a business proposal

3.3 Benefits of using a practice pitch

- Support peers
 - Give constructive feedback to peers
- Respond to feedback offered by peers
 - How to review own practice pitch in order to plan for a professional pitch to an audience

3.4 Deliver a professional pitch

- Identify assessment points from the Teacher Observation Form

Examples of skills involved in delivering a successful pitch may include:

- Preparing
- Practicing
- Memorising
- Timing
- Responding to questions

Topic Area 4: Review a brand proposal, promotional campaign and professional pitch

Teaching content

Exemplification

4.1 Review a brand using a range of sources

- The brand identity
- The promotional campaign
- The promotional materials
- Relevance and appeal to the identified customer profile
- Future developments / recommendations for further refinement of the brand and promotional campaign

Examples of a range of sources may include:

- Self-assessment
- Feedback from others
 - Target customers
 - Pitching panel
 - Peers
 - Commercial contacts
 - Financial predictions
 - Competitor analysis and other external factors
- Lessons learned from practice and professional pitch

4.2 Review a professional pitch to an external audience

4.2.1 Compare the outcomes of the pitch with the initial objectives

See assessment guidance for the audience composition for the pitch

Examples of the review's content may include:

- What went well
- What could have been improved

4.2.2 Review of personal presentation skills

- Communication skills – verbal and non-verbal
- Professionalism
- Ability to answer questions from the audience

Examples of the review may include:

- Format of pitch
- Use of visual aids
- Timing of pitch
- Anticipation and preparation of responses to potential questions

Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria below. The marking criteria command words are further explained in Appendix B *Command words*.

Task 1 – Developing a brand

| Topic Area 1: Develop a brand identity to target a specific customer profile | | |
|--|---|--|
| MB1: 1–4 marks | MB2: 5–8 marks | MB3: 9–12 marks |
| <p>Research into competitors' strengths, weaknesses and their unique selling point is limited.</p> <p>A basic analysis of the external environment is carried out.</p> <p>Creates a brand personality for their business proposal and makes a basic case why the chosen brand personality is likely to succeed, with limited or no reference to how the brand appeals to the specific customer profile.</p> <p>Briefly describes branding methods chosen with little or no thought to the needs of the target customer profile and research findings.</p> <p>The review of your trainers' strengths, weaknesses and their unique selling point is limited.</p> | <p>Research into competitor's strengths, weaknesses and their unique selling point is adequate.</p> <p>A sound analysis of the external environment is carried out, but may lack detail. The impact the research will have on decision-making is partly considered.</p> <p>Creates a brand personality for their business proposal and makes an sound case why the chosen brand personality is likely to succeed with some reference to how the brand appeals to the specific customer profile.</p> <p>Partly describes the combination of brand methods chosen with some reference to the suitability for the target customer profile and research findings.</p> <p>The review of the trainers' strengths, weaknesses and their unique selling point is sound.</p> | <p>Research into competitor's strengths, weaknesses and their unique selling point is comprehensive.</p> <p>A comprehensive analysis of the external environment is carried out. The impact the research will have on decision-making is fully considered.</p> <p>Creates a brand personality for their business proposal and makes a detailed case as to why the chosen brand personality is likely to succeed with full and clear reference to how the brand appeals to the specific customer profile.</p> <p>Comprehensively describes the combination of brand methods chosen, which is fully appropriate for the needs of the target customer profile, and is supported by the research findings.</p> <p>The review of the trainers' strengths, weaknesses and their unique selling point is fully considered.</p> |

Task 2 – Create a promotional campaign for your trainers

| Topic Area 2: Create a promotional campaign for a brand and product | | |
|--|--|--|
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| <p>Explanation of promotional objectives and KPIs is basic.</p> <p>Basic digital and non-digital materials are created to raise awareness of the trainers, with limited or no reference to how they will work together, or to their suitability to the needs of the target customer profile.</p> <p>Limited consideration is given to the appropriateness of the timeframe for the promotional campaign.</p> | <p>Promotional objectives and KPIs are partly explained.</p> <p>Adequate digital and non-digital materials are created to raise awareness of the trainers, with some evidence that they will work together coherently and are suitable for the target customer profile.</p> <p>Suitability of the timeframe for the promotional campaign is partly considered.</p> | <p>Promotional objectives and KPIs are comprehensively explained.</p> <p>Detailed digital and non-digital materials are created to raise awareness of the trainers, and includes clear evidence of how they will work together coherently and are fully appropriate to the needs of the target customer profile.</p> <p>Suitability of the timeframe for the promotional campaign is fully considered.</p> |

Task 3 –Develop a pitch for your proposal

| Topic Area 3: Plan and pitch a proposal – Part One | | |
|---|---|--|
| MB1: 1-2 marks | MB2: 3-4 marks | MB3: 5-6 marks |
| <p>Briefly explains factors for consideration when planning a pitch for a business proposal.</p> <p>Resources/supporting materials produced are superficial with limited thought to the needs of the target audience.</p> <p>Responses to possible questions that the audience may pose are briefly considered.</p> | <p>Adequately explains factors for consideration when planning a pitch for a business proposal.</p> <p>Resources/supporting materials produced are adequate showing some thought has been given to the needs of the target audience.</p> <p>Responses to possible questions that the audience may pose are adequately considered.</p> | <p>Comprehensively explains factors for consideration when planning a pitch for a business proposal.</p> <p>Resources/supporting materials produced are detailed and fully tailored to the needs of the target audience.</p> <p>Responses to possible questions that the audience may pose are fully considered.</p> |

| Topic Area 3: Plan and pitch a proposal – Part Two | | |
|---|--|---|
| MB1: 1-2 marks | MB2: 3-4 marks | MB3: 5-6 marks |
| <p>Basic or no support offered to peers during their practice pitch.</p> <p>Limited refinement of pitching skills, pitch plans and supporting material based on feedback.</p> | <p>Some support offered to peers during their practice pitch.</p> <p>Sound refinement of pitching plans, pitch plans and supporting materials based on feedback.</p> | <p>Effective support offered to peers during their practice pitch.</p> <p>Fully refines pitching plans, pitch plans and supporting materials based on feedback.</p> |

Task 4 – Pitch your business proposal to an audience

| Topic Area 3: Plan and pitch a proposal | | |
|--|---|---|
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| Visual aids, resources and supporting materials are used with limited effectiveness to aid delivery of the pitch. | Visual aids, resources and supporting materials are used with adequate effectiveness to aid delivery of the pitch. | Visual aids, resources and supporting materials are used with full effectiveness to aid delivery of the pitch. |
| A basic outline of the business proposal is presented using limited presentation skills. | An adequate outline of the business proposal is presented using sound presentation skills. | A comprehensive outline of the business proposal is presented using effective presentation skills. |
| MB1: 1–3 marks | MB2: 4–6 marks | MB3: 7–9 marks |
| Demonstrates basic time management skills. | Demonstrates sound time management skills. | Demonstrates effective time management skills. |
| Limited evidence of consideration given to tailoring the pitch to meet the needs of the co-owners. | Some evidence of consideration given to tailoring the pitch to meet the needs of the co-owners. | Clear evidence of consideration given to tailoring the pitch to meet the needs of the co-owners. |
| Basic content in the pitch to persuade the co-owners to produce the trainers . | Adequate content in the pitch to persuade the co-owners to produce the trainers. | Clear and effective content in the pitch to persuade the co-owners to produce the trainers. |
| Limited answers are given to questions posed. | Adequate answers are given to questions posed. | Fully justified answers are given to questions posed demonstrating a full understanding of the proposal and issues raised. |

Task 5 – Reflect on your brand and pitch

| Topic Area 4: Review a brand proposal, promotional campaign and professional pitch | | |
|---|---|--|
| MB1: 1-4 marks | MB2: 5-8 marks | MB3: 9-12 marks |
| <p>A basic review of own pitch / pitching skills is completed. Strengths and areas for development regarding the pitch/ pitching skills are briefly described.</p> <p>A basic review of your business proposal is completed using a limited range of sources.</p> <p>The likely success of the business proposal is briefly explained.</p> <p>Strengths and areas for future development of your business proposal are briefly described.</p> | <p>A sound review of own pitch / pitching skills is completed. Strengths and areas for development regarding the pitch/ pitching skills are adequately explained.</p> <p>A sound review of your business proposal is completed using a range of sources.</p> <p>The likely success of the business proposal is adequately explained.</p> <p>Strengths and areas for future development of your business proposal are adequately explained.</p> | <p>A comprehensive review of own pitch / pitching skills is completed. Strengths and areas for development regarding the pitch/ pitching skills are fully explained</p> <p>A comprehensive review of your business proposal is completed using a range of sources.</p> <p>The likely success of the business proposal is comprehensively explained.</p> <p>Strengths and areas for future development of your business proposal are comprehensively assessed.</p> |

Assessment guidance

| Task | Assessment guidance |
|---------------|--|
| Task 1 | <ul style="list-style-type: none"> The outline of the product proposal for R068 is not assessed formally here, but it is needed to enable other criteria to be moderated, as students need to link their findings throughout this assignment to their customer profile. Students do not need to present theory on branding and the external environment by itself, but do need to apply their understanding of both to their proposed brand. |
| Task 2 | <ul style="list-style-type: none"> Promotional materials should involve more than one type of promotional material, e.g. not just three different types of advertisement. |
| Task 3 | <ul style="list-style-type: none"> Student feedback should be completed on the practice pitch feedback form. Students will need to include a copy of both the feedback they have given and the feedback they have received. The pitch needs to be 5 – 10 minutes in duration. Supporting visual aids produced by the student could be in the form of a handout to the audience but must not be a simple reprint of the presentation materials in a different format e.g. the notes view of presentation slides. A print out of the presentation slides is not acceptable as the second visual aid, though they can of course be provided to the panel also. Speaker notes/prompt cards can be one of these supporting visual aids. Clear evidence is needed of how the pitch plan has been refined, based upon feedback received. This could be in the form of annotating the original pitch, or a report explaining what has changed. |
| Task 4 | <ul style="list-style-type: none"> The pitch can be recorded but it is not a requirement. The audience must include at least one independent witness. The OCR Teacher Observation Form for Enterprise and Marketing, which is signed by the panel and the student, must be included in each students' work. |
| Task 5 | <ul style="list-style-type: none"> When considering the relative cost of promotional materials students do not need to have actual costings or detailed estimates, but rather be able to show an understanding that some promotional materials are more expensive than others. |

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R067. The following table details where these synoptic links can be found

| Unit R069: Design a Business proposal Topic Area | Unit R067: Enterprise & Marketing Concepts Topic Area |
|---|--|
| 2 Create a promotional campaign for a brand and product | 4 Creating a marketing mix to support a product |
| 3 Plan and pitch a proposal | 1 Characteristics, risk and reward for enterprise |

More information about synoptic assessment within this qualification can be found in [section 5.2 Synoptic assessment](#).

5 Assessment and grading

5.1 Overview of the assessment

| Entry code | Qualification title | GLH | Reference |
|--|---|------------|-------------------|
| J837 | OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing | 120 | 603/7093/2 |
| Made up of three mandatory units: <ul style="list-style-type: none">Units R067, R068 and R069. | | | |

Individual unit details below:

| Unit R067: Enterprise and marketing concepts | |
|---|---|
| 48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked | This question paper has two parts: <ul style="list-style-type: none">Part A – includes 10 multiple choice questions (MCQs)Part B – includes short/medium answer questions and one extended response question marked by levels of response. The extended response question will relate to Topic Area 4. |
| Unit R068: Design a business proposal | |
| 36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated | This set assignment contains six practical tasks. |
| Unit R069: Market and pitch a business proposal | |
| 36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated | This set assignment contains five practical tasks. |

OCR-set assignments for units R068 and R069 are available free of charge from our secure portal.

5.2 Synoptic assessment

Synoptic assessment is a built-in feature of this qualification. It means that students need to use an appropriate selection of their knowledge, understanding and skills developed across the qualification in an integrated way and apply them to a key task or tasks.

This also helps students to build a holistic understanding of the subject and the connections between different elements of learning, so they can go on to apply what they learn from this qualification to new and different situations and contexts.

The externally assessed unit R067 allows students to gain underpinning knowledge and understanding

5.3 Transferable skills

This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.

Students will have the opportunity to develop the following skills that are transferable to different real-life contexts, roles or employment:

Verbal Communication/Presentation

This will involve the following:

- pitching their product which will allow the student to demonstrate the appropriate skills
- they need to research and plan the technical subject content
- they must present to an audience within a set timeframe and produce appropriate visual aids.

Employers often require people with strong verbal communication skills. Upon delivery of the student's pitch, they will be able to demonstrate their verbal communication skills which will be assessed as part of the set assignment.

Research

This will involve the following:

- the undertaking of product research
- understanding the objective of researching the product
- using primary and / or secondary research
- the students will need to record the research sources which will be used to interpret findings and present evidence.

relevant to Enterprise and Marketing and the non examined assessment (NEA) units R068 and R069 draw on and strengthen this learning by letting students apply their learning in a practical, skills-based way.

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

In a working environment the student could be asked to look at a variety of complex information that they are required to work with and make sense of. For example:

- sales figures
- new product
- supplier information.

The skills they will develop here will help them to work effectively.

Analytical Skills

The whole process leading up to their professional pitch, requires students to show/demonstrate the ability to:

- research, gather, visualise and analyse information
- problem-solve
- reflect and make decisions.

They will also require these when assessing the financial viability of their proposal.

Digital Presentation

The students could use a digital presentation for their product pitch using :

- text
- images
- audio
- video etc.

The process of creating a digital presentation would also help them to think through their ideas. It involves identifying and choosing the right tools and images to illustrate the points being made.

Planning

The student will be required to plan the process of activities leading up to their product pitch:

- planning the design
- planning the pitch
- thinking about a promotional plan
- the promotional materials required
- managing time
- identifying resources
- reviewing, as necessary.

Creative Thinking

Creative thinking will need to be applied as part of a process in exploring and generating ideas for their product design. Developing creative thinking will enable the student to:

- develop their ideas and bring them to life
- explore and generate ideas
- make original connections possibly to find imaginative solutions and outcomes that are of value.

5.4 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 show on our secure portal and some of our administrative documents. However, the full format of the grade will be on the certificates issued to students.

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 (For example, 45.5 would be rounded down to 45).

For the examined unit, the Distinction* (Level 2) grade is normally set at about 0.75 of the D2-M2 distance above the D2 boundary mark.

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) to Pass (Level 2) interval, meaning 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) to Pass (Level 2) interval, and the Merit (Level 1) to Distinction (Level 1) interval, meaning 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 students 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 unitised. Students can take units across different series and can resit units (see [section 7.7 Unit and qualification resits](#)). Grade boundaries are set per unit, per series, so may be set in different places for a unit in different series. When working out students' 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. We use a Uniform Mark Scale (UMS) so this can be done.

A student's uniform mark for each unit is calculated from the student'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 student's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (For example, 42/60).

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 |
| 36 | 60 | 54 | 48 | 42 | 36 | 30 | 24 | 18 | 0 |
| 48 | 80 | 72 | 64 | 56 | 48 | 40 | 32 | 24 | 0 |

The student's uniform mark for Unit R067 will be combined with the uniform mark for the NEA units to give a total uniform mark for the qualification.

The student's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade.

| 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 |
| 200 | 180 | 160 | 140 | 120 | 100 | 80 | 60 | 0 |

A marks calculator is available on the qualification page of the [OCR website](#) to help you convert raw marks into uniform marks.

5.5 Performance descriptors

Performance descriptors give a general indication of likely levels of attainment by representative students performing at boundaries: Distinction at Level 2, Pass at Level 2 and Pass at Level 1.

Performance descriptor – Distinction at Level 2

Students will be able to:

- recall, select and apply **detailed** knowledge and understanding of enterprise and marketing concepts
- 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**
- analyse and evaluate the evidence available, reviewing and adapting their methods or conclusions 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

Students will be able to:

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

Students will be able to:

- recall, select and apply knowledge and understanding of **basic** aspects of enterprise and marketing concepts
- present **basic** information, using **limited** terminology
- apply **limited** knowledge, understanding and skills to plan and carry out **simple** investigations and tasks
- review evidence and draw **basic** conclusions
- create material which demonstrates a degree of planning, development and evaluation and/or which demonstrate **limited** practical skills.

DRAFT

6 Non examined assessment (NEA) units (R068 and R069)

This section provides guidance on the completion of the NEA units (R068 and R069). The NEA units are designed so that students can build a portfolio of evidence to meet the topic areas for the unit.

Assessment for this qualification must adhere to JCQ's [Instructions for Conducting Coursework](#). Please **do not** use JCQ's Instructions for Conducting Non-examination Assessments – these are only relevant to GCE and GCSE specifications.

Units R068 and R069 are centre assessed and externally moderated by us.

You **must** make sure that you have read and understood all of the rules and guidance provided in this section **before** your students complete and you assess the set-assignments.

If you have any queries please [contact us](#) for help and support.

6.1 Preparing for NEA unit delivery and assessment

6.1.1 Centre and teacher/assessor responsibilities

For the NEA units of this qualification we assume the teacher is the assessor.

Before you plan to get [approval](#) from us to offer this qualification you must be confident your centre can fulfil all the responsibilities described below.

The quality of the delivery of teaching and the integrity of assessments and quality assurance is paramount. Systems must be in place so that assessments are fair, valid, reliable and authentic. One of the key factors behind valid, fair and reliable assessment is the expertise of those doing the assessment and internal quality assurance.

With this in mind, here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre¹ to make sure our requirements are met:

- there are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts
- teaching staff have the relevant level of subject knowledge and skills to deliver and assess this qualification
- teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities
- necessary resources are available for teaching staff and students during teaching and assessment activities, to give students every opportunity to

meet the requirements of the qualification and reach the highest grade possible

- there's a system of standardisation in place so that all assessment decisions for teacher-marked (centre assessed) assignments are consistent, fair, valid and reliable (see [internal standardisation](#) in section 6.4.3)
- there's enough time for effective teaching and learning, assessment and internal standardisation
- processes are in place to make sure that students' work is individual and confirmed as being authentic (see [Ways to authenticate work](#) in section 6.2.1)
- you must use the OCR-set assignments for students' summative assessments
- the OCR-set assignments must not be used for practice (see section 6.2, [Requirements and guidance for delivering and marking the OCR-set assignments](#))
- students understand what they need to do to get the highest marks possible
- students understand what it means when we say work must be authentic and individual and they (and you) must follow any requirements we set out to make sure their work is their own

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of OCR exams.

- students know they must not reference another individual's personal details in any evidence produced for summative assessment in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised
- marks submitted to us are correctly recorded in all centre and OCR records and forms
- assessment of set assignments must adhere to JCQ [Instructions for Conducting Coursework](#).
- a declaration is made at the point you're submitting any work to us for assessment that confirms:
 - all assessment is conducted according to the specified regulations identified in the [Administration area of our website](#),
 - students' work is authentic
 - marks have been transcribed accurately
- centre records and students' work are kept according to the requirements below:
 - students' work must be kept until after their qualifications have been awarded and any review of results or appeals processed. We will not consider any review if the centre does not keep the work
 - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification
- the head of centre must report all cases of suspected malpractice involving teachers or students (see '[Reporting suspected malpractice](#)' in section 6.3.1).

6.2 Requirements and guidance for delivering and marking the OCR-set assignments

The assignments are set by us, taken under controlled conditions, marked by the teacher and moderated by us. Assignments are available on our secure portal.

The set assignments give an approximate time that it will take to complete all tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

We will review the set assignments annually which may result in an assignment being withdrawn and replaced. It is up to you to check our secure portal to see which set assignments are available to be used. We will give approximately 12 months' notice if a set assignment is to be withdrawn and replaced so that we do not disadvantage any students who have already started working on an assignment that is to be replaced.

Assessment of the set assignments must adhere to JCQ [Instructions for Conducting Coursework](#).

[Appendix A](#) of this specification gives guidance for creating electronic evidence for the NEA units. Please read Appendix A along with the unit content and marking criteria grids as it might help you plan your delivery of the units.

The rest of this section deals with how we expect you to manage the delivery and marking of the set assignments, so that assessment is valid and reliable. Please note that failing to meet these requirements may be deemed to be malpractice.

Here is a summary of what we need you to do.

You **must**:

- have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment before you start the summative assessment
- give students the Student Guidance document before they start the assessment
- make sure students are clear about the tasks they must complete and the criteria they are expected to meet. You can:
 - explain the task
 - provide a copy of the marking criteria to students
- allow students a reasonable amount of time to complete the assignments and be fair and consistent to all students. The time you allow should be in line with the estimated time we think it should take which is stated in the OCR-set assignments. Within that time students can work on the tasks any time until the date the centre collects the work for centre assessment

- tell the students the resources and sources of assets that they can use in the assignment prior to undertaking the assessment tasks
- monitor students' progress to make sure work is capable of being assessed against the marking criteria, on track for being completed in good time and is the **student's own** work:
 - work must be carried out with enough supervision to make sure that the work submitted can be confidently authenticated as the student's own work
 - NEA work **must** be completed during normal curriculum time and supervised and marked by the teacher/assessor
 - if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students set out within the Plagiarism and Feedback sections (see 6.2.2 [Plagiarism](#) and 6.3 [Feedback](#))
 - students must produce their work independently (see 6.2.1 and 6.3 on [Ways to authenticate work](#) and [Feedback](#))
 - you must make sure students are aware of the requirement to keep their work secure, not share with other students and keep their passwords secure
- allow students to take the initiative to improve any element of their work as they work through the assignment
- use the marking criteria to mark students' work
- before submitting marks to us, allow students to repeat any element of the assignment and rework their original evidence. But, any feedback given to students on the original (marked) evidence, must only be generic and must be recorded and available to the moderator (see section 6.3 on [Feedback](#) and section 6.4.4 on [resubmitting work](#)).

You **must not**:

- change any aspect of the OCR-set assignments (scenarios or tasks)
- accept multiple resubmissions of work where small changes have been made in response to feedback
- allow teachers or students to add, amend or remove any work after students have submitted work for final assessment. This will constitute malpractice
- practice the OCR-set assignment tasks with the students
- create practice assignments and practice data which are similar in nature to those set by us
- give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the marking criteria.

6.2.1 Ways to authenticate work

You must be confident that the work you mark is the student's own. Every student must produce their own work independently. You must use enough supervision, or complete sufficient checks, to be able to judge the authenticity of the student's work.

Wherever possible, the teacher should discuss work-in-progress with students. This will make sure that work is being completed in a planned and timely way and provide opportunities for you to check authenticity of the work.

You must:

- make sure students and other teachers understand what constitutes plagiarism and not accept plagiarised work as evidence (you might find the JCQ document [Plagiarism in Assessments](#) helpful)
- use supervision and questioning as appropriate to confirm authenticity
- make sure students and teachers complete declaration statements.

6.2.2 Plagiarism

When producing final 'written' pieces of work for the set assignments, students must use their own words to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their 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 must make sure they do not accept plagiarised work as evidence.

Plagiarism often occurs innocently when students 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 students 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 and clearly mark quotations
- quoting someone else's work, even when it's properly sourced and referenced, doesn't evidence understanding. The student must 'do' something with that information to show they understand it. For example, if a student has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The student must interpret the data and, by relating it to their assignment, say what they think it means. The work must clearly show how the student is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

We have a guide to referencing on our website [The OCR Guide to Referencing](#) and we have also produced a [poster](#) on referencing and plagiarism which may be useful to share with students.

Some useful tips are:

- Best practice is to always reference material copied from the internet or other sources. This applies to infographics (graphical information providing data or knowledge) as well
- Teach your students how to reference and explain why it's important to do it. At Key Stage 4 it is sufficient if they:
 - use quote marks to show the beginning and end of the copied work
 - for website text, list the html address and ideally the date they accessed the website
 - for other publications, list the name of the resource/book/printed article and ideally the year in which it was published.
- Students must also identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student's response are often indicators of plagiarism. For example:

- different tones of voice, sentence structure and formality across pieces of work
- use of American expressions, spellings and contexts (such as American laws and guidelines)

What to do if you think a student has plagiarised

If you identify plagiarised work at the point of marking or moderation:

- this must be taken into account when applying the mark scheme.
 - the work should be included with any work that is sent to the moderator if it is part of the moderation sample, with a note on the Unit Recording Sheet to state that there is plagiarism in the work and that marks have been adjusted accordingly

- dated expressions and references to past events as being current
- sections of text in a document where the font or format is inconsistent with other sections.

- the student(s) must be reported for plagiarism in line with the JCQ document [Suspected Malpractice Policies and Procedures](#)
 - Complete the [JCQ form M1](#)

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 or the mark being significantly reduced.

6.3 Feedback

Feedback to students

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

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover every aspect of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence you can remind them of what they have been taught.

Feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our moderators use a number of measures to assure themselves the work is the student's own.

Once work has been marked, feedback must be provided to students on the work they submitted for assessment.

Feedback **must**:

- be supportive, encouraging and positive
- tell the student what has been noticed, not what the teacher thinks (for example if you have observed the student completing a task you can describe what happened, what was produced and what was demonstrated)
- be recorded on the student's original work submitted for marking. If this is not possible, feedback can be recorded in a separate document. Whichever method is used, evidence of feedback must be available to the moderator.

Feedback **can**:

- identify that the student 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. Students can be reminded about what they were taught but not how to apply it to improve the work
- include the teacher using text from the specification and assignment in general guidance to clarify what is needed in the work

- include the teacher pointing out where the work sits within the mark bands but students must make their own decisions as to what to improve and how. For example, the feedback can say ‘this shows a **sound** understanding’ (for mark band 2) but not precisely what should be added to make it show a **comprehensive** understanding (for mark band 3).

Feedback **must not**:

- point out specific gaps
- be so detailed that it
 - leads students to the answer
 - provides a step-by-step guide on what to do to complete or improve work

What over-direction might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what may indicate over-direction by the teacher:

- correcting the financial calculations for the pricing strategy
- suggesting what visual aids might be effective for the pitch

6.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the [JCQ website](#) and must be completed as soon as possible and emailed to us at malpractice@ocr.org.uk.

6.3.2 Supervision

NEA work must be completed in normal curriculum time and supervised and marked by the teacher. You must use enough checks so you’re confident the student’s work is authentic.

- coach the student on how to achieve or complete the task
- give model answers or explain specifically what amendments should be made
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for the student(s).

Moderators will report suspected malpractice when they cannot see differences in content between students’ work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If the moderator is in any doubt, they will report suspected malpractice. The decision on whether or not to investigate is made by us not the moderator.

When we ask centres to investigate instances of malpractice, heads of centres must act promptly and report the outcomes to us.

More information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed, is in the JCQ publication: [Suspected Malpractice Policies and Procedures](#). You can also find out more on our [website](#).

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.

6.3.3 Student and centre declarations

Both students and teachers must declare that the work is the student's own:

- **each student** 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 kept within the centre until all enquiries about results, malpractice and appeal

issues have been resolved. **A mark of zero must be recorded if a student cannot confirm the authenticity of their work**

- **teachers** must declare the work submitted for centre assessment is the student's own work by completing a centre authentication form (CCS160) for each unit. Centre authentication forms should be kept within the centre until all post-results issues have been resolved.

6.3.4 Group working

We do not assess the skills associated with group work in this qualification and the OCR-set assignment will not include it. If it is necessary to use group work to make the delivery of the assignment more manageable, you

must make sure that all practical tasks and evidence submitted for assessment that shows the student has met the marking criteria is entirely the individual's own work.

6.3.5 Methods of assessment

It is your responsibility to choose the best method of assessing a student in relation to their individual circumstances. The methods chosen must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the student.

Valid

Validity can be compromised if a student does not understand what is being asked of them. For example, one valid method of assessing a student's knowledge and understanding is to question them. If the questions posed are difficult for the student to understand (not in terms of the content but the way they are phrased, for example) the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the student to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal moderators must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the student.

Suitable to the needs of the student

We are committed to ensuring that achievement of these qualifications is free from unnecessary barriers. You must follow this commitment through when considering assessment.

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however we consider the following assessment methods suitable for teachers/ assessors to use for these qualifications:

- **observation** of a student doing something
- **questioning** of the student or witness.

Observation

The teacher/assessor and student should plan observations together but it is the teacher's/assessor's responsibility to record the observation properly (for example observing a student undertaking a practical task). Find more information in the Teacher Observation Records section below.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom
- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

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

6.3.6 Teacher Observation Records

It is a requirement that a teacher completes the Teacher Observation Record form in the **OCR set-assignment for unit R069** for each student as evidence of their professional pitch (TA3). The Teacher Observation Record form should support evidence of a student delivering a professional presentation, alongside evidence such as the script, speaker notes, presentation slides or digital recordings/photographic evidence.

Teacher observation **cannot** be used as evidence of achievement for a whole unit. Most evidence should be produced directly by the student. Teacher observation should only be used where specified as an evidence requirement (For example, for the professional pitch in TA3 of unit R069).

Teacher Observation Records must be suitably detailed for each student, to help assessors to determine if the grading criteria have been met. You must follow the guidance provided in the 'guidance notes' section of the form so that the evidence captured and submitted is appropriate. Both the student and the teacher must sign and date the form to show that you agree its contents.

Where the guidance has not been followed, the reliability of the form as evidence may be called into question. If doubt about the validity of the Teacher Observation Record form exists, it cannot be used as assessment evidence and marks based on it cannot be awarded. Moderators will be instructed to adjust centre marks accordingly.

6.3.7 Presentation of the final piece of work

Students must observe the following procedures when producing their final piece of work for the NEA tasks:

- work can be word processed or hand-written
- tables and graphs (if relevant) may be produced using appropriate ICT
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided
- a completed Unit Recording Sheet must be attached to work submitted for moderation. The Unit Recording Sheet can be downloaded from the [qualification page](#)
- Centres **must** provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the 'page number' column and/or by referencing file names and locations
- Work submitted digitally for moderation should be on electronic media (for example, on our portal, CD or USB Drive), and be in a suitable file format and structure, as detailed in Appendix A at the end of this specification. Students must submit their completed product(s) in an electronic format that is suitable for the client in the set assignment.

6.4 Marking NEA units

All NEA units are internally marked by teachers using the OCR marking criteria and guidance and externally moderated by the OCR-appointed moderator. Assessment of the set assignments must adhere to JCO [Instructions for Conducting Coursework](#).

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.

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

The assessment tasks should be 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.

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 topic areas
- 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 topic area 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 topic areas; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

The marking criteria must be used to mark the student's work. These specify the levels of skills, knowledge and understanding that the student is required to demonstrate.

When deciding the mark within a band, the criteria below 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 student's work convincingly meets the statements, 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 student's work adequately meets the statements, 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 - it should be placed near the top of the lower band
 - the higher of these two bands - the lowest mark for the higher 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. This is work that is 'the best one could expect from students working at that level'.

6.4.2 Annotating students work

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

Writing comments on students' work and Unit Recording Sheet (URS) provides a means of

communication between teachers during the internal standardisation, and with the moderator if the work is part of the moderation sample.

6.4.3 Internal standardisation

It is important that all teachers/assessors work to common standards. Centres must make sure that, within each unit, the internal standardisation of marks across teachers/assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In following years, this, or centres' own archive material, may be used. We advise centres to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

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 (For example, is delivering a similar qualification in another subject) or relevant subject knowledge and asking them to review a sample of the assessments.

You must keep evidence of internal standardisation in the centre for the moderator to see.

We have a [guide](#) to how internal standardisation may be approached on our website.

6.4.4 Resubmitting work for (summative) assessment before submitting a final mark

If you feel a student has not performed at their best during the assessment, the student can, at the centre's discretion, improve their work and resubmit it to you for assessment. You must be sure it is in the student's interests to re-attempt the assessment.

You must record the reasons why a student has been allowed to resubmit in the centre's assessment decision records. You must also follow our guidelines on giving feedback and record the feedback given to the student on the original work. We monitor the assessment decisions you make.

You must not encourage multiple resubmissions of work. Resubmission before submitting a final mark to us is intended to allow the student to reflect on feedback and improve, but not to be an iterative process where they make small modifications through ongoing feedback to eventually achieve the desired level.

Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

6.4.5 Submitting marks

All work for NEA units is marked by the teacher and internally standardised by the centre. Marks are then submitted to us. You can find the key dates and timetables on our [website](#).

There should be clear evidence that work has been attempted and some work produced. If a student submits no work for a NEA unit, the student should be identified as being absent from that unit.

If a student completes any work at all for a NEA unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded. This may be zero.

6.5 Moderating NEA units

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

The [administration](#) pages of our website provide full details about how to submit work for moderation.

This includes the deadline dates for entries and submission of marks. For moderation to happen, centres must submit their marks.

6.5.1 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of students' work. Copies of students' work must be kept until after their qualifications have been awarded and any review of results or appeals processed.

Centres will receive the final outcomes of moderation when the provisional results are issued. Results reports will be available for you to access. Further information about the reports that are available is on our [administration](#) pages.

As it is essential for us to have sample work available at awarding meetings, we may ask some centres to release work for awarding and archive purposes. We will let you know as early as possible if we need this from you and always appreciate your co-operation.

7 Administration

The information in this section gives an overview of the processes involved in administering this qualification. All of the following processes require you to submit something to OCR by a specific deadline. More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the [OCR website](#).

7.1 Assessment availability

There are two assessment series available each year in January and June to all students. Students can be entered for different units in different assessment series. All students must take the exam at a set time on the same day in a series. Certification is available each January and June.

| Series | Unit availability | |
|---------|-------------------|---------------------|
| | Unit R067 | Units R068 and R069 |
| January | ✓ | ✓ |
| June | ✓ | ✓ |

7.2 Terminal Assessment

The externally assessed unit must be taken as terminal assessment. This means that the exam for unit R067 must be taken at the end of the students' course of study. This exam contributes 40% of the total marks available for the qualification.

NEA units can be submitted in any series but must be submitted either before or in the same series as the externally assessed unit.

Certification entries

- For a student to achieve the qualification, you need to make a qualification certification entry (aggregation)
- You can make certification entries:
 - at the same time as unit entries for the exam
 - after you have received results for the exam as a late certification request for that series
 - after you have received results for the exam as a certification entry in a later series
- You can make certification entries in the January or June series – this is the series that will appear on the qualification certificate
- Certification entries and late certification requests are free of charge.

Resitting units before certification

- Students **can** take the exam before all the NEA units are completed. This is classed as a 'practice attempt'
- 'Practice attempts' do not count towards the student's overall grade or in performance tables. The student will be issued with a unit result only

- When the student has completed all the NEA units, if you do not make a certification entry when you enter for the exam, the exam will be classed as a practice attempt unless you make a late certification entry or a certification entry in a subsequent series
- If a student takes the exam again after a practice attempt, the result of the latest attempt will count towards the qualification result, even if the practice attempt result was higher
- There is no limit to the number of times an NEA unit can be taken before the overall qualification is awarded. We will use the best result of all attempts towards the qualification result.

Retaking the qualification

- After a student has achieved a qualification result, they can resit the externally assessed unit and submit the NEA units again in a later series to improve their qualification result:
 - Students can retake the exam without resubmitting the NEA units
 - Students cannot resubmit the NEA units only to improve results. In order to meet terminal assessment requirements, they must also retake the exam if they are resubmitting NEA units
- The result from the first overall qualification result is used towards the performance tables.

7.3 Equality Act information relating to Cambridge Nationals

The Cambridge Nationals require assessment of a broad range of skills and, as such, prepare students for further study and higher-level courses.

The Cambridge Nationals qualifications were reviewed to check if any of the competences required presented

a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

7.4 Accessibility

There can be adjustments to standard assessment arrangements on the basis of the individual needs of students. It's important that you identify as early as possible whether students 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 student requires access arrangements in assessments that need approval from us, this must be gained in Access Arrangements Online. You must select the appropriate qualification type(s) at time of application. Approval from GCSE or GCE applications alone no longer extends to other qualification types, but more than one qualification type can be selected when making an application. 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 students who need a post-examination adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document A guide to the special consideration process, available at www.jcq.org.uk.

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 |
|---------------------------------------|--------|----------------------------------|
| Reader/Computer reader | Yes | All assessments |
| Scribes/Speech recognition technology | Yes | All assessments |
| Practical assistants | Yes | All assessments |
| Word processors | Yes | All assessments |
| Communication professional | Yes | All assessments |
| Language modifier | Yes | All assessments |
| Modified question paper | Yes | Timetabled examinations |
| Extra time | Yes | All assessments with time limits |

7.5 Requirements for making an entry

We provide information on key dates, timetables and how to submit marks on our [website](#).

Centres must be registered with OCR in order to make any entries. We recommend that centres apply to become a registered centre with us, well in advance

of making their first entries. Details on how to register with OCR can be found on our [website](#).

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

7.5.1 Making estimated unit entries

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

7.5.2 Making final unit entries

When making an entry, centres must quote unit entry codes and component codes. Students submitting work must be entered for the appropriate unit entry code from the table below.

The short title for these Cambridge National qualifications is CAMNAT and will display as such on our secure portal and some of our administrative documents.

You do not need to register your students first.

Individual unit entries should be made for the series in which you intend to submit an NEA unit or sit the externally assessed examination.

Only make a certification entry using the overall qualification code (see section 7.6) in the final series.

| Unit entry code | Component code | Assessment method | Unit titles |
|-----------------|----------------|------------------------------|--------------------------------------|
| R067 | 01 | Written paper | Enterprise and marketing concepts |
| R068 A | 01 | Moderated via OCR Repository | Design a business proposal |
| R069 A | 01 | Moderated via OCR Repository | Market and pitch a business proposal |

7.6 Certification rules

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

- OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing – certification code J837

7.7 Unit and qualification resits

Students may resit each unit and the best unit result from the NEA units will be used to calculate the certification result.

Students may resit the externally assessed unit R067.

Please see section 7.2 for information relating to our terminal assessment approach.

You must make sure that when arranging resit opportunities they are fair to all students and do not give students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting a NEA

unit, students must submit new, amended or enhanced work, as detailed in the [JCQ Instructions for conducting coursework](#).

Centres must make sure 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 student has taken full advantage of the first assessment opportunity and formative assessment process.

7.8 Post-results services

A number of post-results services are available:

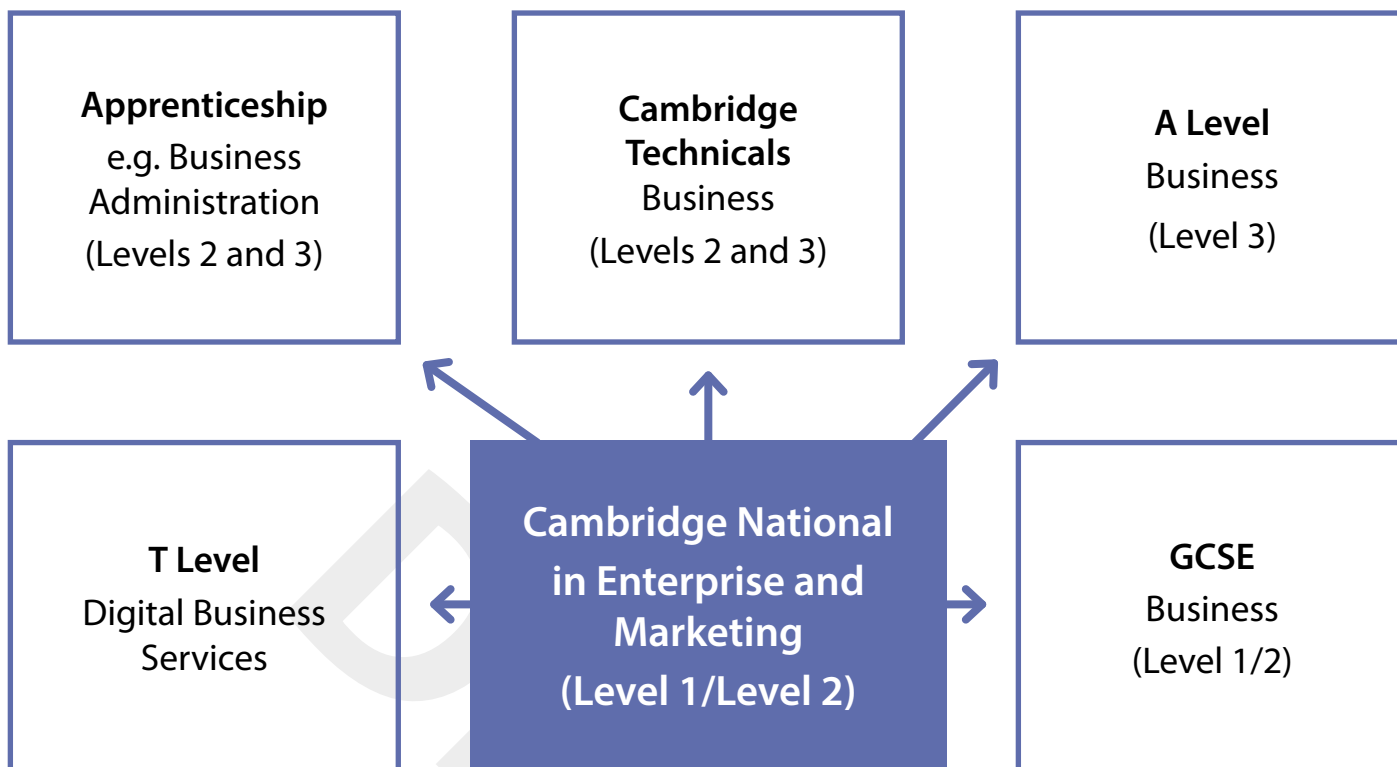
- Enquiries about results – If you think there might be something wrong with a student's results, you may submit an enquiry about results
- Missing and incomplete results – This service should be used if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied
- Access to scripts – you can request access to marked scripts.

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 student; the outcome of a review of moderation must apply to a centre's entire cohort.

8 Other information

8.1 Progression from this qualification



We offer a range of general and vocational qualifications that allow suitable progression routes for all students.

You can use this qualification to provide students with the underpinning skills and knowledge that will help them to progress into further related study.

8.2 Avoidance of bias

We have 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.

Appendix A: Guidance for the production of electronic evidence

Structure for evidence

The centre-assessed (NEA) units in this qualification are units R068 and R069. For each student, 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 student'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 student's centre number, OCR candidate number, surname and forename, together with the unit code (R068 and R069), so that the portfolio is clearly identified as the work of one student.

Each student's internal assessment portfolio should be stored in a secure area on the centre's network. Before 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 students' work using an appropriate file format.

Students 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 make sure files are compatible, all files submitted electronically must be in the formats listed below. Where new formats become available that might be acceptable, we will provide further guidance. We advise 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 make sure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each student.

Standard file formats acceptable as evidence for the Cambridge Nationals are listed here.

| File type | File format | Max file size* |
|--------------|--|----------------|
| Audio | .3g2 .3ga .aac .aiff .amr .m4a .m4b .m4p .mp3 .wav | 25GB |
| Compression | .zip .zipx .rar .tar .tar .gz .tgz .7z .zipx .zz | 25GB |
| Data | .xls .xlsx .mdb .accdb .xlsb | 25GB |
| Document | .odt .pdf .rtf .txt .doc .docx .dotx .pages | 25GB |
| Image | .jpg .png .jpeg .tif .jfif .gif .psd .dox .pcx .bmp .wmf | 25GB |
| Presentation | .ppt .pptx .pdf .gslides .pptm .odp .ink .potx .pub | 25GB |
| Video | .3g2 .3gp .avi .flv .m4v .mkv .mov .mp4 .mp4v .wmp .wmv | 25GB |
| Web | .wlmf .mts .mov-1 .mp4-1 .xspf .mod .mpg | 25GB |

*max file size is only applicable if using eSubmission system.

eSubmission is our browser-based file repository, to upload students' work. You can run eSubmission on any laptop or desktop computer running Windows or macOS. It supports the upload of files in the formats listed in the table above as long as they do not exceed the maximum file size. Other file formats and folder structures can be uploaded within a compressed file format.

When you view some types of files in eSubmission, they will be streamed in your browser. It would help your moderator or examiner if you could upload files in the format shown in the table below:

| File type | File format | Chrome | Firefox |
|--------------|-------------|--------|---------|
| Audio | .mp3 | Yes | Yes |
| Audio | .m4a | Yes | Yes |
| Audio | .aac | No | Yes |
| Document | .txt | Yes | Yes |
| Image | .png | Yes | Yes |
| Image | .jpg | Yes | Yes |
| Image | .jpeg | Yes | Yes |
| Image | .gif | Yes | Yes |
| Presentation | .pdf | Yes | Yes |
| Video | .mp4 | Yes | Yes |
| Video | .mov | No | Yes |
| Video | .3gp | Yes | No |
| Video | .m4v | Yes | Yes |
| Web | .html | Yes | Yes |
| Web | .htm | Yes | Yes |

Appendix B: Command words

External assessment

The table below shows the command words that will be used in exam questions. They show what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

| Word(s) | Students will.... |
|-----------------------------|--|
| Analyse | <ul style="list-style-type: none">• Separate or break down information into parts and identify their characteristics or elements• Explain the pros and cons of a topic or argument and make reasoned comments• Explain the impacts of actions using a logical chain of reasoning |
| Annotate | <ul style="list-style-type: none">• Add information, for example, to a table, diagram or graph until it is final• Add all the needed or appropriate parts |
| Calculate | <ul style="list-style-type: none">• Get a numerical answer showing how it has been worked out |
| Choose | <ul style="list-style-type: none">• Select an answer from options given |
| Circle | <ul style="list-style-type: none">• Select an answer from options given |
| Compare and contrast | <ul style="list-style-type: none">• Give an account of the similarities and differences between two or more items or situations |
| Complete | <ul style="list-style-type: none">• Add all the needed or appropriate parts• Add information, for example, to a table, diagram or graph until it is final |
| Describe | <ul style="list-style-type: none">• Give an account including all the relevant characteristics, qualities or events• Give a detailed account of |
| Discuss | <ul style="list-style-type: none">• Present, analyse and evaluate relevant points (for example, for/against an argument) |
| Draw | <ul style="list-style-type: none">• Produce a picture or diagram |
| Evaluate | <ul style="list-style-type: none">• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience |
| Explain | <ul style="list-style-type: none">• Give reasons for and/or causes of• Use the words 'because' or 'therefore' in answers |
| Fill in | <ul style="list-style-type: none">• Add all the needed or appropriate parts• Add information, for example, to a table, diagram or graph until it is final |
| Identify | <ul style="list-style-type: none">• Select an answer from options given• Recognise, name or provide factors or features |
| Justify | <ul style="list-style-type: none">• Give good reasons for offering an opinion or reaching a conclusion |
| Label | <ul style="list-style-type: none">• Add information, for example, to a table, diagram or graph until it is final• Add all the necessary or appropriate parts |
| Outline | <ul style="list-style-type: none">• Give a short account, summary or description |
| State | <ul style="list-style-type: none">• Give factors or features• Give short, factual answers |

Non examined assessment (NEA)

The tables below show the command words that will be used in the NEA Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each command word.

Mark Band (MB1) Words:

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

Mark Band (MB2) Words:

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

Mark Band (MB3) Words:

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

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