

ENTERPRISE AND MARKETING

Moderators' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Enterprise and Marketing

J837

For first teaching in 2022 | Version 1

R068 Summer 2023 series

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Introduction

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

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

Please note, the content for this report is based on candidate work submitted in the June 2023 series and does not include work from the extraordinary autumn submission opportunity. It is possible that not all units are covered within the report, however candidate style work is available for all internally assessed units on Teach Cambridge and candidate exemplars from the 2023 series will be available from the autumn.

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Unit R068 General overview

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

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

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

Apart from the exceptional autumn submission opportunity, this was the final series for submission of Baslow Bags Ltd as the theme for R068. For January and June 2024 only Ali's Ice Cream Treats can be submitted for R068 (available to download from Teach Cambridge). Please note R069 is generic so candidates use the same theme for that unit as they did for R068.

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

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

This unit uses a set assignment, so no amendments can be made to the scenarios or the tasks. The items included on the costing list are the only ones that the candidates can use to design their backpack. Candidates only design one size of backpack.

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

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

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

Assessment for learning



Reading and understanding the scenario is vital; it contains 'hooks' for candidates. These are particularly useful for TA4.

Misconception



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

Comments by Topic Area

TA1 – Market research

Candidates start this task by explaining the overall aims of their market research, using the Baslow Bags Ltd scenario to guide them.

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

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

Some candidates copied and pasted images of backpacks from various websites. This did not allow them to gain marks for creating a market research tool. Planning what they needed to find out, designing a data collection sheet and then completing internet research is required.

High marks were awarded by some centres for very brief analysis of only one or two research tools. This area was the most common area where marks were reduced at moderation. Analysis needs to be more than just repeating what can be seen in the graph to access above MB1.

OCR support



[Candidate style work](#) is available on Teach Cambridge to support this TA.

TA2 – How to identify a customer profile

Assessors must not give templates to candidates for them to complete their customer profile. This would be a malpractice issue, there was evidence of this in some of the work moderated.

Candidates need to create a customer profile based on their market research findings. Some candidates produced a creative piece of work to illustrate the features of their customer profile while others wrote a paragraph. Both methods are valid. Using features of the customer profile throughout the work enables candidates to access the higher mark bands. They do not need to select a specific person although they can do this to help them focus their thoughts.

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

OCR support



[Candidate style work](#) is available on Teach Cambridge to support this TA.

Misconception



This task is not the same as the R065 task. Please check it carefully.

TA3 – Develop a product proposal

Topic Area 3 is assessed in Tasks 3 and 4. Candidates need to start Task 3 by creating the outline of the design mix for their backpack. This does not just mean design your backpack. The design mix refers to function, aesthetics and economic manufacture. Reasons need to be given for the design mix they have chosen.

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

The set assignment states the requirements of the backpack – a material, a handle, a fastener and at least one accessory. This must be adhered to, and the costs must come from the list on pages 4-5. Candidates only design one size of bag.

There was a lot of very creative work seen for this TA. Drawing skills are not being assessed when candidates are designing their backpacks. However, candidates should be encouraged to show care in producing their ideas. Using a computer-generated blank template that they then colour in and enhance is acceptable. Annotations on the designs relating to colour, material etc are needed.

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

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

Some far too detailed peer feedback was seen when the candidates designed a questionnaire and created graphs of their findings. This is far more than is required for MB3 for that bullet point.

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

OCR support



[Candidate style work](#) is available on Teach Cambridge to support this TA.

Misconception



These tasks are not the same as the R065 tasks. Please check them carefully.

TA4 – Review whether a business proposal is financially viable

Part 1

Candidates must use the financial data provided by OCR in the set assignment to complete their calculations. There must be no changes or additions to this data as this would be malpractice. The set assignment provides a bullet pointed list of the calculations that need to be completed. To reach the higher mark bands candidates must accurately complete their calculations, using realistic figures, along with detailed reasoning for their decisions. Assessors must check the accuracy of calculations when awarding marks. Incorrect figures were awarded MB3 by some assessors.

The scenario at the beginning of the set assignment is particularly useful for this topic area when predicting the number of units sold in the first month.

Part 2

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

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

Part 2 is more concise than the equivalent task in R065 – risks are not included here (see TA5). This task was undermarked by some assessors.

OCR support



[Candidate style work](#) is available on Teach Cambridge to support this TA.

Misconception



Risks are not included in TA4 it is a separate task covering TA5.

TA5 – Review the likely success of the business proposal

A risk assessment is completed that explains the risks and challenges that Baslow Bags Ltd may face when producing and launching their new product (e.g. losing money, overspending a budget, loss of investment). This must be fully applied to their specific backpack and Baslow Bags Ltd, remembering, no marks are available for PO1.

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

OCR support



[Candidate style work](#) is available on Teach Cambridge to support this TA.

Misconception



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

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