



January 2018

**Level 3 National in
31489H Developing a Marketing
Campaign**

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2018

Publications Code 31489H_1801_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link: <http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Unit 2: Developing a Marketing Campaign

Grade	Unclassified	Level 3		
		P	M	D
Boundary Mark	0	24	39	54

Introduction

This was the second sitting of this unit. In this series, the Part A pre-release element of this assessment required learners to investigate the market for folding bicycles and to collect data that could be used to plan a marketing campaign; details of which were provided in part B. The collection of research was essential towards part B of the assessment. Learners needed to collect information that would allow them to contextualise their work. The volume of data collected by learners seemed much greater this year, with many learners providing a larger amount of material in their submissions.

This unit is synoptic within all sizes of the level three BTEC Business qualification. Learners are expected to use content from across all units within their qualification when completing the set task for this unit. For example, learners producing a budget might have completed 'Unit 3 Personal and Business Finance' and therefore would be able to apply their knowledge and understanding of the production of budgets to better approach their production of a budget for the marketing campaign. Similarly, while SWOT and PESTLE analysis are highlighted in the content for this unit, other analytical models, such as Porters Five Forces, are covered elsewhere in the course and can be used to support the justification of a rationale for a marketing campaign, instead of, or in addition to SWOT/PESTLE where the learner feels that this is more appropriate. A number of learners appeared to lack the broader knowledge of business concepts that is required to be successful in this unit, demonstrating a narrow understanding of the content of the marketing content, without any wider understanding of related material.

The assessment of this unit is based on 8 assessment focuses, each carrying a different weight. The assessment foci are split into two groups of four with activity one worth 34 marks and activity two worth 36 marks. In activity one, the majority of the marks are divided between assessment focus 2, aims and objectives, 3, research, and 4, justification. In activity two the majority of the marks are gained for assessment focus 5, the marketing mix and assessment focus 6, budget.

During this series, learners were required to produce their work using a computer. Most centres were able to do this, with an increasing number choosing to submit their work electronically, using storage media such as a memory stick.

A minority of centres submitted work without including signed authentication sheets and/or mark summary sheets. Centres are advised to review the administration guide for this unit which is available on the BTEC subject pages or in the unit 2 assessment administration guide, prior to submitting work to ensure that all administrative requirements are met.

A small minority of centres submitted work to their standards verifier rather than to their allocated examiner, which in some cases led to delays in the assessment of the work. Centres are reminded that Pearson will allocate an external examiner for this unit and will provide the centre with pre-printed address labels for that examiner to ensure that work is sent to the correct address.

Introduction to the Overall Performance of the Unit

Work produced by almost 8,000 learners was assessed during this window, with learners achieving between 0 and 70 marks. A range of different approaches were taken to the assessment, with some evidence that centres had taken on board advice from the previous lead examiners report – for example, more learners are now collecting primary data and presenting their research in formats such as bar charts and pie charts. The volume of research collected by learners was generally much greater this series however, learners tended not to use their data as well – in many cases, research data was simply stated without any further analysis. This severely limited the marks that learners could achieve. Many learners would have benefitted from gathering less data overall and spending more time focused on the analysis of this data, examining how it can be applied to different marketing theories and models.

A Number of learners failed to complete work towards all 8 assessment foci. More learners appeared to struggle to properly balance their time between activity 1 and activity 2. A noticeable minority of learners failed to finish their marketing mix. This severely limited the performance of those learners, bearing in mind that the 70 marks available for this unit are divided 34/36 between activity 1 and 2.

There were few incidences of learners submitting their part a notes with their part b work during their series, however it was interesting to note that a number of learners appeared to have taken their part a notes into their supervised assessment window in an electronic format. This appeared to allow them to copy and paste raw data from their research into their work, ready to be analysed – for example, tables of quantitative data. Where learners appeared to have used electronic copies of their part a notes, they did not tend to perform any better than learners using paper copies of their research. In some cases, learners following this approach appeared to be more likely to simply provide data without analysing it, leading to lower marks overall.

Of particular interest during this window was the large number of learners that scored relatively low marks as a result of producing a piece of work that had little relation to the context given. In these cases, learners tended to show a limited understanding of the relevant content and made little or no effort to relate content to the context of bicycle retail laid out in the part B brief. Centres are advised to ensure that learners are properly prepared for this assessment – that they have sufficient time to both learn the concept and to practice its application to unfamiliar contexts within the set time constraints. A number of learners during this series appeared to be badly underprepared for the demands of level 3 study.

In some cases, learners produced a piece of work that made the assumption that the marketing campaign was for a bicycle manufacturer rather than for a retailer. In that circumstance, learners were not disadvantaged – as long as they consistently used the same context throughout their work, the mark scheme was applied as if the context was correct..

Assessment Focus One: Structure

Marks gained for this focus related to three key aspects of learners work on Activity One:

- The structure of the work
- The accurate use of marketing principles and concepts
- The accurate use of technical vocabulary

Many learners based their structure on the key content points laid out in the instructions for activity one, leading to them being able to access at least two marks for this focus. A disappointing number of learners appeared to disregard these headings and the structure that they provide, instead producing a piece of work which often contained only two headings/ sections – Market Research and SWOT/PESTLE. Work with such a weak structured rarely gained more than 2 marks for this assessment focus.

As with the summer 2017 exam series, learners tended not to gain marks for this focus for correctly using marketing principles and concepts to underpin their response. In many cases, learners are still struggling to use an appropriate formal vocabulary of relevant business studies terminology. Learners should remember that they are writing a document that might be given to a manager or a client and as such should use an appropriate tone and wording.

Assessment Focus Two: Marketing Aims and Objectives

Marks were gained for this focus on the basis of two key pieces of evidence:

- The production of appropriate marketing aims and objectives, relevant to a marketing campaign for a bicycle retailer
- The provision of a rationale for the proposed aims and objectives.

Two particularly common errors made by learners here was writing general business aims and objectives, and failing to provide a rationale for the proposed aims and objectives. The number of learners simply providing generic objectives such as "Increase revenue" and "gain more page views on social media" appears to have increased this series.

Many learners provided aims and objectives which were relatively generic and not clearly linked to the context of the task, eg:

- A medium sized retail business
- A firm with a large number of affluent customers
- A relatively small marketing budget of £10,000 (equivalent of between £830 and £625 per week depending on the length of the campaign)
- The need to focus marketing activity on a specific market segment
- A campaign of between 12 and 16 weeks

Although learners did not need to include all of these points, they should have identified some of them from the contextual information included in part B.

The best pieces of work for this assessment focus covered most, if not all of these points, providing a combination of relevant marketing aims and objectives which were well contextualized and accompanied by a rationale which made some use of relevant data.

In this example, a learner has achieved a mark in band 3 because they provided an appropriate SMART marketing objectives which included a purely theoretical justification. This piece of work could have been improved by adding data from the case study or their own research.

- To increase sales revenue on both bikes and accessories by 10% in 12 months' time. This is achievable because the business have a steady income which has a slow rise monthly and the bringing out of a successful marketing campaign and building a social media following to create brand awareness will mean that revenue will increase for the business. The money used from the increase in sales revenue could be spent on the expansion of the business to more than one retail store in urban cycling hotspots such as Leeds Birmingham and London when the market starts to grow again to keep up with the demand.

On the other hand, this example shows a piece of work which achieved a mark on the borderline between band 1 and band 2 because it includes an attempt to write SMART objectives, but the learner has provided statements that are entirely generic. There is also no justification to support these objectives.

- **Marketing Aims and Objectives**

- **Objectives**

- Increase market share by 2%
- Increase sales by 15%
- Increase brand awareness
- Increase social media followings by 30%

AF2

- *How were going to achieve this?*

- We believe that our marketing campaign will deliver these results.

~ ~

R

On the other hand, this example shows how a learner can use data from their own research and the case study material in order to provide an appropriate justification for a SMART objective.

- The next objective would be to increase brand awareness of these folding bicycles in inner city/urban areas. Especially inner city areas for price conscious students because there will be more of a demand there. A good percentage would be to increase awareness and gain 20% of the market in these areas. People need to know about these bicycles before they can even consider purchasing them, a lot of people work/go to university in cities but may live in urban areas and so they need to travel. This is why it's vital to raise awareness in both these areas to target these people.

✓

Assessment Focus Three: Research and Analysis of Marketing Information

Work for this assessment focus was based on a number of different points.

- Learners made reference to the case study data in the part B task brief
- Learners demonstrated that they had gathered their own research data into the market for folding bicycles
- Learners analysed some or all of their research data
- Learners had considered the validity and reliability of their research data

Weaker pieces of work tended to be highly descriptive, citing long lists of facts found while carrying out research without providing any relevant analysis of this data. Many learners included long lists of facts and figures relating to different types of bikes and relevant points. Many learners found relevant data related to health and the environment which was very relevant to their SWOT and PESTLE analysis.

A significant number of learners demonstrated evidence of having collected primary research this series. Some learners included excerpts of interviews with people working in firms in the bicycle retail/ manufacturing industry or in the marketing industry. Other learners included summaries of surveys that they had carried out. This type of data was often presented as a series of graphs, showing some evidence of analysis of data. In many cases, when learners had collected their own primary research, they were able to make relatively sophisticated comments about the validity and reliability of their research. For example, many learners highlighted the poor sample size for their data collection and how this might impact on the usefulness of the research that they collected.

However, on the whole, the discussion of validity and reliability was relatively weak with many learners either making simplistic comments "...my data was from trusted websites so it is valid and I didn't get it from Wikipedia..." or simply omitting any reference to these concepts.

Below is an example of a learner who achieved a mark in band 1 for this assessment focus. The learner has simply listed a number of facts and figures for this assessment focus without any analysis of the data.

- AF3 ↗
- **The bike market** – According to Mintel the total bicycle market is estimated to be worth £1.5 billion.
 - The UK market has been growing by around 5% per year for the past few years with further growth anticipated.
 - The total market for the sale of new bicycles in the UK is estimated to be worth £800 million [source: Halfords plc investor presentation].
 - There are two related markets in the UK: the sales of bicycle parts and accessories (worth £750 million) and cycle repair (£100 million).

 - **The foldable bike market**
 - Folding bikes are a very small segment of the overall UK bicycles market, with a share of around 4% of all bicycles sold.
 - The market leader in folding bikes is Brompton Bicycle Limited which currently manufactures around 45,000 bicycles per year, most of which are exported to Europe and the rest of the world.
 - Amongst the threats faced by Brompton in the UK is the emergence of competition from lower cost overseas rivals such as Tern and Dahon.
 - In 2017 a new manufacturer of folding bicycles – Hummingbird – entered the market after its prototype was funded using crowdfunding.
- AF3 R

It is worth noting that the learner has referenced the sources of their data. This is not required, although it is something that learners should be encouraged to do.

This example is from a learner who achieved a mark in band 2 for this assessment focus. The learner has drawn simple conclusions from their data although they have managed to link their analysis to the case study business.

Size, structure and trends

The number of bicycles sold globally in 2015 was the same as it was in 2005. This is not very good because the market size is not increasing which means the cycling industry hasn't got more popular in 10 years. The market for the number of bicycles being sold each year is getting small in the UK as it has decreased by around 10%. However, even though the number of bicycles being sold has decreased, the money being spent on bicycles has increased by over 40% which means people are buying more high quality bicycles. 42% of people aged 5 and over own a bicycle, while another 1% has use of one. However, out of the people that own a bicycle only 31% of those actually ride their bicycle in the UK. This means that 69% of people that own a bicycle don't ride it according to a survey done in 2016.

The Bicycle Shop only have a small amount of the market structure as Halfords and Evans have 40% of it, which means there is only 60% left of the market structure for every other bicycle shop in the UK.

This example shows a piece of work on the borderline of mark bands 3 and 4. The learner has used data gathered as part of their research and analysed it, showing how the points that they have identified are relevant to the retail of folding bikes.

The UK bicycle market has had a constant growth of 5% per year for recent years and is still growing which suggests bikes are still growing in demand and are becoming more and more popular, with this increase in popularity and growth of cyclers in numbers it would suggest that the demand for folding bikes may increase in following years and still has time to become recognized.

In the current UK bike market, there are various trends that are upcoming which the demand is rising for, for example in recent years there has been the introduction of E-Bikes which are electric powered bikes which the demand for is growing massively in as people have to put less effort into cycling and can get around a lot more efficiently in highly populated areas, in addition to this males cycle a lot more than females and the demand for bikes for females is not growing, this would suggest that bikes need to appeal more to females generally and need to be more suited for their needs.

In addition to this more people are purchasing bikes from bike retail specialists such as Halfords and Evans now rather than going to bike shops which are single and not part of a chain, this would suggest that the demand for higher quality bikes and service packages with them such as servicing and insurance packages are becoming more popular. In addition to this companies like Halfords and Evans offer customers new technology for their bikes to ensure that they have the utmost convenience with their bikes, these things include, slime being put inside of wheels to reduce punctures, flashlights attached to the front and back of bikes for safety at night and mudguards to reduce mud splattering on customers when riding over muddy terrain.

Assessment Focus Four: Justification

For this assessment focus, the following evidence was required:

- The use of two or more analytical tools
- An evaluation of the meaning of the research gathered
- A justification for the use of specific marketing techniques based on the analysis of research data

The content for unit 2 identifies SWOT and PESTLE as analytical tools, although any relevant analytical models could be used. Some learners chose to use the product life cycle model or porters 5 forces.

In order for learners work to move beyond mark 2 for this assessment focus, it is necessary to use more than one analytical model. Work produced during this series tended to use only one model, normally SWOT or PESTLE and in many cases omitted any explicit evaluation of research or justification of the marketing techniques used. Centres are advised to ensure that learners are aware that they need to provide a conclusion to Activity one.

As with the Summer 2017 exam session, many learners produced a SWOT and/or PESTLE analysis that simply placed data into the analytical model without any further development. This was only awarded marks in mark band one and two.

In this example, the work has been awarded a mark at the bottom of band two because although there is evidence of analytical tools being used (the learner also produced a SWOT analysis to a similar standard), they have not presented any evaluation of the data provided.

Pestle analysis

AF U

- **Political** – There are no political problems as people are encouraged to ride a bike as its great for exercise.
- **Economic** – Bikes are very cheap compared to other ways of travel which is a positive for everyone. The bike industry is a very crowded one so there is large amounts of money that is in it.
- **Sociological** – It's an affordable way of travel. You can get very cheap bikes and this is handy for people that can't drive or people that don't have sufficient income.
- **Technological** – You now can track how far you went which is a useful indication if you're trying to lose weight or set targets. This may encourage people to ride bikes.
- **Legislation** – You cannot ride your bike without a reflective light on the front and back of your bike. Cannot ride if you're under the influence of drugs or alcohol. Need all the functions necessary. For example breaks.
- **Environmental** - The more people that use bikes are saving air pollution by not using cars or buses. A negative is that there may be a huge bike tour around the country which would cause large amounts of traffic and it may cause accidents.

In this example, the learner has achieved a mark at the borderline of band 3 and 4 – a SWOT and PESTLE analysis have been produced, both of which are of similar levels of detail and they are followed by an explicit conclusion which weighs up the marketing implications of the evidence presented in each model.

Technological: Due to technological advances, there are new bikes in the market such as electric bikes and e-bikes. In countries such as the Netherlands, Germany, Denmark, Belgium and France where cycling has a high participation rate amongst the general public, consumers have taken to the e-bikes. E-bike sales in the UK have so far been relatively low, however they rose from 5% of the UK bike market in 2015 to 12% in 2016. “Halfords dubbed 2017 the “year of the E-bike” after achieving 220% sales increase.” Because of the new advances in technology, more people are taking up gaming and social media and this is making them less active and social. More people are working from home so don’t actually need to commute to work, this is affecting the bike market as less people are purchasing bikes. There’s an open market for online businesses as well.

Assessment Focus Five: The Marketing Mix

This assessment focus required learners to consider:

- How the 7P extended marketing mix could be applied to the retailing of bicycles
- An appropriate marketing message for a marketing campaign run by a bicycle retailer wishing to sell folding bikes to one of two possible market segments
- A selection of appropriate media for the marketing campaign.

In too many cases, learners simply produced a generic 4P marketing mix and did not provide any evidence of media selection or a marketing message. The best pieces of work weaved a consistent marketing message into each of the 7P's of the marketing mix and made appropriate media choices given the limited budget available for the campaign.

Where learners produced a generic 4P marketing mix, this normally restricted them to marks in mark band one. In order to move into mark bands 3 and 4 learners needed to consider all of the 7P's of the marketing mix and to place them into the context of a relatively small bicycle retailer.

A surprisingly large number of learners seemed to lack an adequate understanding of the 7P marketing mix. An especially common mistake was the confusion of People with target market. Many learners wrote about the type of customers that might buy the bikes rather than the type of staff that might sell the bikes.

In this example, a learner was awarded a mark in band one for producing a very simplistic marketing mix which includes very little data that is specific to the context of a bicycle retailer. Although the learner has included a marketing message, they have not linked it to any elements of the marketing mix, nor have they developed any points in their 4 P marketing mix. As is typical with work that achieved lower marks, the learner has not used any relevant theory from the unit content.

Marketing mix

- Product – We are selling foldable bikes that are of high quality. Our aim with our products is to make customers happy they bought from us and not a huge superstore like decathlon.
- Place – On our website
- Price - £150-£600 (dramatically cheaper than competitors.)
- Promotion – Leaflets, Radio advertisements and the use of social media (free)

The message we are trying to translate through our campaign is that cycling is healthy. We want people to be aware of how fun cycling can be. **We are going to be mentioning these things in our advert and leaflets:**

- Great way to make friends
- Saves our beautiful environment and world
- Great exercise
- Very healthy.

This example shows an excerpt of a piece of work that achieved a mark at the top of band 3. The learner has used relevant content to develop points in context for each of the 7P's.

Price: the pricing strategy I would use skimming this is where the prices are set high in order to generate high initial return and this is because the fluent professional would want the best model of the bike to compete with others within the same social class to show their worth so by starting prices of high it means they are willing to pay the price when the model first comes out to be one of the first to have it and then when demand start to decrease then reduce the price making it more affordable for the secondary market of the cost conscious consumer as they will think they're getting a better deal compared to the higher price the product was introduced at

In this case, although the learner had covered each of the 7p's in detail, other aspects of the marketing mix were not in context and the marketing message provided was generic. Therefore, the work could not be placed into band 4.

Assessment Focus Six: Budget

This assessment focus requires learners to demonstrate a detailed understanding of the costs of all aspects of their proposed marketing activity in context.

In many cases, learners tended to achieve marks in band one or two because they simply showed some awareness of the cost of advertising activities without any clear link to the context of their proposed campaign.

In this example, the learner has not costed all elements of their proposed marketing activity and they have not shown a detailed understanding of costs by breaking down these different activities.

Social media campaign	Television advertising	Biking magazine campagin	total
Duration: 5 weeks	Duration: 12 weeks	Duration: 5 weeks	
£200x6	£650x12	£200x5	
£1200	£7800	£1000	£10000

AF7
AF6

For example, they could have shown some understanding of the need to not only place an advert in a magazine but also the need to create this advert e.g. the cost of hiring a graphic designer.

In this example, you can see an excerpt of a budget where the learner has achieved a mark in band three because although their example is not entirely realistic, it does provide a detailed breakdown of the costs for each of their marketing and promotional activities.

TV: Day time- 30 seconds for £5,725 £9960 - £5,725 = £4235 – (production cost) AF6 .
£2000- = £2235

Few learners managed to produce a budget which showed how their allocated funds would be used over the duration of their campaign. For example, the example above the learner has proposed to use a single TV advert during day time – not an ideal time to appeal to the target market for the folding bikes – all of the commuters will be in work! And furthermore, showing the advert once seems to be a poor choice as well. For example, this leaves no chance for repetition of the advert to reinforce its message.

Assessment Focus Seven: Timescale

For this assessment focus, learners are required to produce a timescale that is realistic in the context of their plan.

A large number of learners omitted work for this assessment focus.

Where learners did include a timescale this tended to take one of two approaches. Either a Gantt style chart with boxes in a table shaded to indicate the occurrence of specific marketing activities or a list of activities that will be undertaken during each week.

The best and most detailed timescales clearly indicated the start date of different marketing activities, the duration of the activities and a clear end date for the marketing activities.

In this example, the work produced by the learner is generally realistic, and has some relationship to the learners plan – but because the ideas in the proposed marketing mix and the timeline are different, it is not realistic in the context of the plan, therefore it received a mark in band 2 for this assessment focus.

activities	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Market research	Shaded	Shaded									
Develop products			Shaded	Shaded	Shaded						
Update social media			Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
Create TV advertising			Shaded								
Launch TV advert				Shaded							
Create radio advert					Shaded						
Launch radio advert						Shaded					

Assessment Focus Eight: Presentation

For this assessment focus, learners needed to produce a piece of work that has:

- A professional format
- No major errors in communication
- Use of appropriate marketing terminology

Most learners used standard headings such as the sections of the marketing mix to subdivide this part of the work. However, two key errors were that learners included a number of obtrusive communication errors in their work – such as a failure to include proper punctuation and frequent poor spelling. A second common error was the absence of relevant technical language. Learners should be encouraged to use appropriate technical language in their marketing mix. For example, making reference to the use of skim pricing rather than simply stating that they would sell bikes for a specific sum of money.

.

Summary

Based on the performance of learners during this series, centres should consider the following when preparing for the summer series:

- Practice completing their work for part B within the allocated 3 hour timescale, ensuring that they cover all of the relevant assessment foci are addressed.
- Fully prepare for the unit, ensuring that they have completed other relevant units first, in particular units 1 and 3.
- Ensure that their response is in the context laid out in the part B brief.
- Divide their time equally between activity one and activity 2 ensuring that roughly equal weighting is given to each part of the task.
- Practice developing aims and objectives that are relevant to a specific business context and using relevant data to justify these aims and objectives
- Ensure that learners are able to display selectivity when collecting and using research material, picking out the most relevant elements of any data gathered and carefully analysing them using relevant theory and grounding their analysis in the context of the part B task.
- Ensure that all learners are aware that they need to include at least two analytical models as part of assessment focus 4.
- Learners should practice using SWOT and PESTLE analysis of their data as the basis for an evaluation.
- Learners should be aware that their SWOT and PESTLE analysis should inform the decisions that they make when preparing their marketing mix and that they should make these links clear.
- Learners should be aware that their marketing mix should cover the 7P marketing mix model, in context and that they should provide a clear, relevant contextualized marketing message.
- Marketing budgets should include a detailed breakdown of all of the costs associated with the learners proposed marketing plan.
- Timescales should clearly define when marketing activities will take place and for how long. They should be clearly related to the marketing mix that the learner has proposed.

For more information on Edexcel qualifications, please visit
<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

