

L3 Lead Examiner Report 1901

January 2019

**L3 Qualification in Business/
Enterprise and Entrepreneurship:
Developing a Marketing Campaign
31489H**

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January 2019

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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.

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31489H Developing a Marketing Campaign

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	13	26	41	56

Introduction

This was the fourth sitting of this unit. In this series, the Part A pre-release element of this assessment required learners to investigate the market for tabletop games 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 to the 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 has remained high in this series, although issues still remain with the way in which learners are using that data.

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 still appear 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, although there is some evidence in the work seen during this series that this situation might be improving.

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.

Learners are required to produce work for this unit using a computer. Centres have the option to submit work either in hard copy or electronically. An increasing number of centres are choosing to submit work using storage media such as USB flash drives or CD-Rs. When submitting work electronically many centres submit Activity One and Two as separate files. There is no requirement to do this – both of the activities in Part B can be completed within a single document.

A minority of centres are still submitting 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. Failure to do so can lead to a delay in the assessment of work while these documents are requested from centres.

Introduction to the Overall Performance of the Unit

Work produced by almost 9,000 learners was assessed during this window, with learners achieving the full range of marks from 0 to 70. The standard of work in this series was notably higher than in previous windows, suggesting that an increasing number of centres are using material from Lead Examiner's reports and the training sessions provided by Pearson in order to refine and improve their approach to preparing learners for this unit, for example, an increasing number of learners are now providing a more detailed breakdown of campaign costs and thus accessing mark bands three and four for assessment focus 6 – Budget.

Most learners were able to find a large quantity of data relating to the market for tabletop gaming and much of the work seen during this series suggested that learners found this context to be both accessible and engaging. Most learners seemed to have a better understanding of the fact that the case study business was a manufacturer and many learners were able to propose appropriately differentiated marketing activities for both the B2B and B2C elements of their proposed campaign.

Despite this, learners are still not making good use of the data presented in their assignments, opting to quote opinions and cite statistics without providing any analysis of their own. This remains an area where a significant number of learners underperform. The trend for learners bringing electronic copies of their research notes into the supervised assessment window appears to continue and this appears to help many learners to save time when they wish to quote facts and figures. However, there have also been an increasing number of malpractice cases identified during this series where learners have pre-prepared elements of their Part B work during the preparation window and then simply copied these prepared materials into their Part A notes or centres providing candidates with writing frames, prepopulated with prompts and guidance. Centres are reminded that the consequences of this can be serious.

It is worth bearing in mind that there is no evidence that learners using electronic copies of notes are performing any better or worse than learners using hard copies of their data.

Time management by learners appears to be improving, with very few learners now failing to complete all of the required components of the marketing plan. A large proportion of the learners sitting this unit during this series were year 13 learners and overall their performance was significantly better than year 12 learners. Centres are reminded that the synoptic nature of this unit makes it more appropriate to enter learners for assessment in the second year of study.

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 continue to gain marks in band three or four by basing the structure of their work on the bullet points laid out in the instructions for Activity One and using marketing terminology with some accuracy. While devices such as subheadings and bullet points can be used to provide structure, this is not necessary to place work into mark band 4 – rather learners simply need to ensure that this section of the assignment has some degree of coherence – that one section flows into the next logically and that each section/ paragraph has a clear focus.

Where learners underperform on this focus, it tends to relate to a lack of accurate use of marketing terminology. Learners should aim to use the full range of content from learning aims a and b for this unit, where relevant, in this section of their assignment. The work produced for this unit should be prepared to a standard that could be presented to a client or a manager in the workplace. The use of slang terms or “text-speak” by a minority of learners is inappropriate and tends to consign work to mark band one or two.

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.

A large proportion of learners still produce generic aims and objectives for this assessment focus, typically advising the business to focus on “getting more customers” or “increasing revenue”. Aims and objectives should be based on the information provided in the part A and B documents. In this case, learners were advised to focus on a campaign with three aims:

- Increase brand awareness
- Increase customer numbers
- Increase demand for their products

Where learners focussed on writing justified SMART objectives supporting these aims they tended to be more likely to achieve a mark in band three or four. The difference between a piece of work earning a mark in band 2 (for a generic SMART objective) and a piece of work in mark band 4 was often down to the quality of the justification that learners provided. In order to ensure that aims and objectives were in context, learners should have identified several key pieces of information in the part B document:

- A small business
- A firm targets a specific niche market which has potential to reach a wider audience
- A modest marketing budget of £45,000
- A campaign lasting up to one year
- The aims and objectives should relate to increasing brand awareness and attracting customers. The distribution channels selected should influence the aims and objectives set:
 - o If aiming to sell through retail stores this might lead to an increase in the use of POP materials and B2B marketing activity
 - o if targeting the convention market this might lead to more use of methods such as leafleting or guerrilla marketing (e.g. convention floor flashmobs).

In this example, the learner was given 2 marks.

<u>Marketing aims and objectives</u>		
<u>Aim</u>	<u>SMART Objective</u>	<u>Performance indicator</u>
<u>1</u> <u>Attract new customers</u>	Have new products that come out which have been popular old ones in which have been remade and changed slightly with discounts and cheaper prices.	<ul style="list-style-type: none"> • Sales • Profit levels • Need for a wider variety of products than before • Want for new products
<u>2</u> <u>Increase brand awareness</u>	Go to conventions such as spiel in Germany with cheaper prices for the original products or taking their shop to more social media platforms like Instagram and Facebook rather than just selling on Amazon	<ul style="list-style-type: none"> • Sales • Profit levels • Larger volume • Bigger stock

This work was placed at the top of mark band one because, although the learner had tried to contextualise their answer by citing information from the case study, they did not actually provide a justification or an objective that was clearly related to this business. The closest that the learner has come to contextualising this work is the reference to Spiel in Germany – however, this is then followed by information that is not clearly related to this type of event with no indication of how attendance at the conference and lower prices will increase brand awareness. The lack of appropriate contextualisation combined with the absence of any clearly defined SMART objective(s) places this work into mark band one.

In this example, the learner has achieved 6 marks, placing the work at the top of mark band 3:

Another objective for Fantastical Gaming would be to gain another few thousand (2000-3000) customers in the next 9 months. I think this is manageable for the business to achieve because of the increase of sales for the whole market. In 2016, the global tabletop market was valued at approximately \$3.2 billion and is expected to grow to \$8.2 billion by 2021. This shows how the market overall is at an increase in customers and sales. Therefore, I feel this objective is achievable as with the right promotion the business can reach out to more people and gain more customers, sales and profit.

A final objective for Fantastical Gaming would be to release 1 new product to their range in the next 18 months. This is achievable for the business because they recently purchased new equipment to do this. 12 months allows them to develop an idea and bring it to life as well as have enough time to advertise the product to customers.

In this example, the learner has provided SMART objectives with some link to the marketing campaign but not entirely in context -e.g. the timescales of 9 and 18 months do not fit the timescale of the campaign – 12 months – and the learner has not proposed a longer campaign in their activity 2 work. Some justification is given – using the learners own research for the first objective and data from the part B brief for the second objective. However, the learner has not provided “comprehensive coverage” of their objectives.

In this example, a learner has been awarded 8 marks, placing their work at the top of mark band 4:

By increasing awareness and the volume of customers, an increase in sales revenue by 10% would be a realistic target for the year. To increase the total revenue the business could offer promotions and think about the type of costing methods used to sell their products in order to give them the best chance in attaining the 10% increase in revenue. Improving profitability will help in the future and therefore be a positive when the business will most likely be in a position to expand giving Fantastic Gaming further opportunities in the UK retail market and online when they become successful enough to make the business bigger in order to compete with other larger manufacturers like Hasbro. Increasing sales revenue by 10% over the year of the campaign would enable the manufacture to increase their brand name into UK retail outlets in order to sell more products therefore allowing them to promote themselves better which will enable them to increase the brand awareness. The disadvantage to this marketing objective would be the chance of not being able to obtain the objective because other circumstances interfered that meant a lesser figure was obtained within the campaign year. If this was to occur a revaluation would be needed to access the pitfall in the campaign so that Fantastical Gaming could perform better the following year round.

A SMART objective is given which is not contextualised. On its own, the SMART objective would warrant no more than 3 or 4 marks (mark band 2), however, the learner has provided a detailed justification for the objective, linking it not only to the other objectives that they have proposed (each of which has an equally detailed justification), but also to their research.

This example is significantly better than would be required to achieve the top of mark band 4.

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 tabletop gaming
- 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 lists of facts found while carrying out research without providing any relevant analysis of this data.

A significant proportion of learners demonstrated evidence of having carried out primary research, however, this material was rarely used well. Learners tended to put their data into graphs and charts which they then went on to describe. It was very rare for this data to be analysed in any way, giving the learner access to no more than 6 marks (mark band 2).

This approach can be seen in this example:

According to my primary research, about 60% of people the age range 16-25 play tabletop games.

This is some of the information I found:

- . About 60% play once a month
- . About 70% play during winter
- . About 40% of the people own 3-5 tabletop games
- . 80% tend to find it difficult to find someone to play with
- . 60% said the play tabletop games to encourage interaction
- . 80% said there was difficult instructions
- . 90% said the best tabletop game they ever played was monopoly

In this case, the learner has simply listed the outcomes of a survey that they conducted. There is data here that could easily be used to support decisions in relation to their marketing campaign. For example, the large proportion of tabletop game owners who found instructions difficult to understand might have given the learner evidence of a way in which they could create a unique selling point for their products.

In many cases, the use of data by learners appears to be improving. Demonstrating evidence of analysis does not need to be provided in the form of long paragraphs of prose. In this example, an extract from a piece of work that achieved 12 marks, top of mark band 4, the learner used a tabular format to summarise data on different competitors within the market:

<u>Name of competitors (direct competitors)</u>	<u>Products sold/ type of game</u>	<u>Price range</u>	<u>Types of promotion</u>	<u>Unique selling points</u>	<u>Profit margin</u>	<u>Volume sold</u>
Hasbro	They sell board games, table top games such as-Jenga, Pie face, Twister, Monopoly	£15-350	They're a company that retail other companies.	Strong brands in the toy market	Low	High
Mattel (MAT)	<ul style="list-style-type: none"> Uno, Pictionary, Blockus 	£7-40	They focus in twitter, facebook and instargram for their campaigns	Leaders in action figure, dolls and video games	Low	high
AsmodeeEdit ons	<ul style="list-style-type: none"> Board games, Card games, Roleplaying games Holds the French publishing rights to the Wiz Kids and Pokémon lines of games. 	£3-£135	<ul style="list-style-type: none"> Promo codes Instagram News Youtubers 	<ul style="list-style-type: none"> Action filled Aimed at adults detailed 	Low	High
Ravensburge r	<ul style="list-style-type: none"> Puzzles Toys Board games 	£1.62-59	<ul style="list-style-type: none"> Discounts Coupons 	<ul style="list-style-type: none"> Original and creative designs 	low	high

In this case, the learner has presented data on 12 competitors, systematically selecting relevant information.

This was then followed up with some discussion of this data and its significance for Fantastical Games:

Fantastical gaming is a manufacture which means that they won't directly sell their products and games to the buyer, it would have to go through the retailers or shops first who then sell it to the customers, with this, it means that shops or platforms like steam or Amazon will hold other companies products. Fanatical gaming has a large amount of direct competitors and most being the top ones worldwide with similar methods in the way they make and sell their items which gives the risk of them out doing this manufacture. With all the research I have taken in this marketing campaign, including secondary I have found a large source of direct competitors and the largest being Hasbro, who are a manufacture much like Fantastical gaming which sell board games, table top games such as-Jenna, Pie face, Twister, Monopoly some of the most well-known brands. They have a great price range also at £15- 350, which allows them to have a mixture of buyers, some who may be willing to spend more and get better quality and even some who may be on a budget but want a game which is also why they do so well in the industry because of the large variety they have. In addition this links into their USP which is the unique selling points of the company, and that is that they have strong brands in the toy and gaming market and also that they keep the prices at a wide difference to allow all to get what they may want. On the other hand Hasbro has a low profit margin and a large volume sold which means that their prices and profit margin are low, but the amount of products they sell is extremely high, they're a thriving business and make a lot of money with the amount they sell daily. In conclusion this is a huge competitor for Fantastical gaming however they don't have a large source of promotion like Fantastical gaming could go into such as promotion on Facebook or Instagram.

Although this analysis could be more concise and is occasionally ineloquent, it does explore relevant issues that might inform a marketing campaign.

Validity and reliability are now more frequently examined as two separate issues by learners, with an increasing number of assignments now reflecting a good understanding of these issues. While weaker learners will make simplistic comments such as those in this example:

Reliability and validity

My research is reliable and valid because in my research the dates are recent usually being either 2016- 2017. This makes it reliable because the dates are recent therefore, it is more truthful to the market than older research. My research is also valid because it came from trusted sources like newspapers. Which is a reliable source as they release truthful information.

Stronger candidates now tend to consider why more recent data might be more valid than older data and why different methods of collecting data might be more reliable than others. In particular, when learners have completed primary research, many comment on the design of their questions and the sampling strategy used as the basis of making that data more valid and reliable in future campaign planning.

This approach can be seen in this example from another learner that achieved 12/12 marks for this assessment focus:

Reliability and Validity

Due to time and financial restrictions I was unable to conduct a larger survey, if I had more resources available I would have asked a larger range of people and a larger number thus creating a wider database and therefore a more accurate demographic making my results more valid. In order to check reliability, if I had more time and resources, I would have repeated the survey to ensure my results didn't change.

In this case, the learner provided a similar commentary on their secondary research, noting that work had been collected from multiple sources, many of which agreed with one another (e.g. triangulation of data). Note that this is concise and to the point – high marks can be achieved for this assessment focus by emphasising quality of analysis and selectivity in the use of data rather than trawling through dozens of sources.

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. The use of two analytical models is necessary for learners to move into mark bands three and four, although it is worth noting that the use of a third or fourth analytical model is not required. A significant number of learners used all four of the analytical models mentioned thus far in this report, however, their work tended to be placed at the top of mark band two or the bottom of mark band three because, although data was placed into these models, there was a lack of evaluation of this data.

In this example, the learner was awarded 4 marks, bottom of mark band 2. This is because the material presented in each element of their SWOT (and PESTLE) analysis is either simplistic – e.g. “the market had rapid growth in recent years which means when entering the marketing there might not be immediate decline.” Or generic – e.g. “the competitors might react and try to defeat you by using different marketing techniques and pricing strategies.”

Strengths: the company may have the upper hand, since there is more knowledge of the industry as there was primary and secondary research that was conducted and now this will give the company more growth as they know more stuff than competitors like Hasbro when they first came into the market. The tabletop industry has had rapid growth in the recent years which means when entering the marketing there might not be immediate decline. Average money spent on games has gone up by 40%.

Weakness: There are many competitors with a huge competitive advantage and has maintained brand loyalty for the recent years. Like a company like Hasbro who has sold millions of copies over the years and have established brand loyalty. On average there is about 700 million people who prefer to play games online, and with tabletop games that have been drastic changes so there may be unexpected decreases in demand.

Opportunities: This business may be able to succeed and conquer the table top industry and reach profit maximization in a fast amount of time. If the business is doing good within the country fantastical may have the opportunity expand their business worldwide and gain brand loyalty

Threats: The competitors in the market might react and try to defeat you, by using different market techniques and pricing strategies. The competitors may change the playing field once the product is launched and use their competitive advantage against Fantastical gaming.

On the other hand, this example was placed at the bottom of mark band 4 because the learner has made selective use of data to support appropriate judgements:

Threats:

A threat to the business would be competitors. Especially due to the fact in my research I found that the barrier to entry is low at around £10-25k. This price includes getting the concept designed, trialled and launched. This means that people are easily able to have a product and bring it into the market at a low price making them a competitor. The more competitors for Fantastical Gaming would making it more and more difficult to obtain customers because with a wider variety of games that are specific to different themes and are made to reach a specific target market than its possible the business could lose potential sales to other manufacturers.

Another threat to the business would be the increased use of electronically used devices, especially computer games and mobile games. This is a threat to the business because from my research I found on average a board game costs around £20. For mobile most of the games are free to play or some can sell up to around £10. Phones are also portable so people don't need designated times to play and don't have the time consuming task of setting up games like you have to with certain board games. Therefore, it's likely that people will just turn to their phones to play games rather than purchasing a board game which they may not even be able to play much. This means that the business is likely to not gain customers. Especially when there are mobile versions of board games like monopoly and game of life.

One common error, made by a significant minority of learners, comes from their use of the product lifecycle model. Most learners write about this from the point of view of the lifecycle of the whole industry rather than a specific product – for example, in this case, many learners noted that the lifecycle of an individual game was 8 to 10 years, but still went on to write about the lifecycle of tabletop games as a generic category.

Assessment Focus Five: The Marketing Mix

This assessment focus required learners to consider:

- How the 7P extended marketing mix could be applied to the marketing of tabletop games
- An appropriate marketing message for a marketing campaign run by a tabletop game manufacturer aiming to sell in both B2B and B2C markets
- A selection of appropriate media for the marketing campaign.

The majority of learners are now producing a 7P marketing mix for this assessment focus however, many are still generic, simply defining the different elements of the marketing mix without any contextualisation.

For instance, in this example, the learner has been awarded 6 marks, top of mark band one, for a marketing mix that is entirely generic and contains no meaningful contextualisation:

Price: As this is a new company they should use different pricing techniques and strategies that will attract customers to this market good pricing methods that they can use is promotional pricing. Promotional pricing is when a business lower its price to match or cheaper than its competitors to attract customers to their business, this will Fantastical gaming to increase the number of products sold. They can also use psychological pricing.

In this example, from a piece of work that was placed at the bottom of mark band 4, the learner has used data on the games market to support their decision to use a specific price and a specific pricing strategy:

Price

In order to know what my target audience is roughly wanting to spend I conducted primary research where I asked How much would you spend on a TTG?

AF5

How much would you spend on a TTG?

	£20-£25		£25-£30		£30-£35		£35-£40		£40<	
	M	F	M	F	M	F	M	F	M	F
Under 18	1	0	0	0	0	0	0	0	0	0
18-24	0	3	0	1	1	0	0	0	0	0
25-34	0	0	5	2	8	4	1	1	0	0
35-44	0	0	0	0	5	0	2	0	1	0
45-54	0	0	0	1	0	0	0	0	0	0
55-64	0	0	1	0	0	0	0	0	0	0
65+	0	0	2	0	1	1	0	0	0	0

From my results I have found that out of the 42 people I have asked there are 28 men and 13 women, if I redid this survey I would have asked a wider range of people in order to ensure the validity of my results. I would also redo this survey asking different people as to ensure the reliability of my results. From my results I have discovered that most 25-44 year old men would pay around £30-£35 on a table top game so from this I would recommend to base the product roughly around this price, however I say roughly as table top games are not a price sensitive product. Firstly whilst entering the physical retail UK market, I would suggest a competitive/market price strategy in order to stay competitive with the other distributors in such as saturated market, research has also indicated that the typical market price is £30 for table top games. I will also use psychological pricing in order to harness value perceptions of consumers i.e. £34.99, this is used by a lot of main competitors. Furthermore, as the game heightens in popularity I will also add on expansion packs, add-ons and alternative versions of the existing game, their price depending on what the item is, reasons for this will be explored in the product section of my marketing campaign plan.

This learner completed each of the 7P's in a similar or greater level of detail, thus earning them a mark in band 4. In this case, the main weakness of this work, keeping it from the top of mark band 4, was the absence of a clear marketing message and selection of media channels.

The addition of a marketing message is often a weakness in learners work. Too many learners treat this as being little more than a slogan or strapline rather than an overarching statement of what the marketing campaign will convey to its audience.

Another common error that keeps learners from achieving higher marks for this assessment focus is misconceptions in their understanding of elements of the marketing mix. Place is still written about from the point of view of the location of a specific store or factory. People is still written about with reference to the target market for the business. Learners should be familiar with the content of the unit and able to apply it accurately to the scenario set out in Part B.

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.

Learners still tend to achieve marks in band one or two because they simply show awareness of the cost of marketing activities without any clear link to the context of their proposed campaign.

Many learners have been able to identify costs. For example, a significant number found catalogues from the UK Gaming expo showing them how much a range of promotional activities would cost. It was relatively rare to see learners use any of this material in a sophisticated way in order to achieve higher marks.

In this example, which gained 8 marks, the learner has provided a marketing budget that is broken down by specific events and seasons – for example, this excerpt deals with their activities at the UK gaming expo:

1) 5m x 2m with supplement (£160) = £680+VAT

2) Advert in the exhibition brochure for a double page spread (to maximise visits to the stand): £550.

3) Online Package: Platinum= £1500+VAT

4) Travel, accommodation and other costs for staff manning the stand: £1,000.

5) Marketing materials (brochures, free giveaways): £1,000.

This will ensure that I meet and connect with prospective customers and strengthen the bond with existing customers. However the disadvantages to the Game Expo include; not expanding the target audience, it's a one off event to invest in and I am relying on exhibition to market the event creating external influence. Overall cost is £4,730.

A similar breakdown is then provided for different times of the year. By breaking down the year into different sections and focussing on specific costs for each one, the learner has presented a detailed and through budget.

A concerning trend in work this year has been the provision of extensive justifications for this assessment focus. Learners do not need to write a detailed account of why they are choosing to spend specific amounts of money on specific activities as part of their budget.

Assessment Focus Seven: Timescale

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

Many learners lose marks on this assessment focus because they have not produced a timescale that is clearly related to their proposed marketing campaign.

In some of the best examples of timescales, learners simply specified start dates, end dates and durations by the activities within their marketing mix.

A concerning trend in work this year has been the provision of extensive justifications for this assessment focus. Learners do not need to write a detailed account of why they are choosing to run specific activities at specific times as part of their timescale.

In this example, the learner was given 3 marks for proposing a marketing campaign with clear start and end dates for each activity:

Timescale

	Start	End	Jun	Jul	Aug	Sep	Oct	Nov
Create TV ad	01/06	30/06						
Run TV ad	01/07	14/07						
Create Magazine ad	Jun	Nov						
Run Magazine ad	Jun	Nov						
Attend exhibition	28/09	29/09						

This could have been improved by breaking down activities into more detail.

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

This assessment focus relates to work produced in activity two.

Most learners were able to gain mark band three or four for this assessment focus. This was because learners provided a clear structure to their work by focussing on a specific element of the marketing mix for each paragraph, before presenting budgets and timescales in tables.

The main weakness of work in relation to this assessment focus was the use of marketing terminology. Many learners do not use terminology from the specification when completing this task. For example, weaker pieces of work tend to use the terms marketing, promotion and advertising interchangeably.

Summary

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

- Give learners the opportunity to practice completing their work for part B within the allocated three hour timescale, reminding them to ensure that they provide evidence for all 8 assessment foci during this time.
- Fully prepare for this unit, ensuring that they have completed other relevant units first, in particular units 1 and 3.
- Provide opportunities for learners to apply marketing theory from this unit to unfamiliar case studies and scenarios so they have a chance to practice analysing and evaluating data in context.
- Practice developing and justifying SMART objectives based on market research data.
- Ensure that learners are able to select relevant data from materials collected when researching a topic.
- Ensure that learners understand how to apply the product lifecycle model to the preparation of a marketing campaign.
- Ensure that learners fully understand all of the P's of the marketing mix and are able to apply them to a range of scenarios.
- Make learners aware of the difference between a marketing message and a slogan, ensuring that learners are able to draw links between their proposed message and different elements of the marketing mix.
- Ensure that learners understand that they do not need to provide extensive justifications in support of their budgets and timescales.
- Help learners to develop a clear understanding of how to produce a detailed marketing budget.

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