

# **L2 Lead Examiner Report 2001**

January 2020

**L2 Qualification in NQF BTEC**

Level 1/2 Firsts in Business

Unit 9: Principles of Marketing  
(21325E)

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### 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:

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### Principles of Marketing Unit 9 21325E

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
<b>Boundary Mark</b>	<b>0</b>	<b>12</b>	<b>21</b>	<b>30</b>	<b>39</b>

## Introduction

This lead examiner report should be read in conjunction with the question paper and the published mark scheme. We attempt to provide insight and examples of good and not so good responses. Centres could use this with learners to ensure that they understand how marks are awarded. This was the 12<sup>th</sup> time that learners have sat the examination, and it is pleasing to see a continuation of the improved pass rate from previous series.

## Introduction to the Overall Performance of the Unit

This paper proved to be of a similar challenge to the 1906 paper. There continues to be relatively weak performance in the extended writing questions where learners are finding it challenging to understand and apply marketing concepts to the contexts provided. Where learners have read the question and scenario in detail there are stronger links between data provided and relevant theoretical knowledge, allowing them to achieve higher levels and marks.

Where learners have reached pass level, they continue to find it challenging to understand some of the key concepts and terms from within the unit specification, limiting the marks awarded in higher demand questions. The command verb 'explain' continues to be challenging for a large number of learners who do not fully understand the requirements of the command verb and therefore provide limited responses. Benchmarking, social impacts and market trends caused learners some difficulty within the paper. The more effective learner responses demonstrate their ability to recall, apply and expand on a variety of marketing concepts from across the whole specification which reflected both positives and negatives of such concepts.

Within four-mark questions, a large number of learners are continuing to discard instructions to explain two points and miss the second point meaning awarded marks are limited. Extended response questions continue to perform poorly. Although within the paper, the second extended response question highlighted areas of improvement and greater application of marketing terminology and concepts. Some learners provided bullet points lists or unconnected sentences for extended response questions, limiting the marks to the lower level.

In preparation for future series, learners should continue to focus on their understanding of key marketing terms and command verbs. Learner should also

be exposed to opportunities to apply their understanding of marketing concepts to differentiated contexts to enhance their ability to respond to such questions more effectively. learners should focus on developing their ability to use scenario data and content without directly copying such information and providing no further discussion, analysis or evaluation as instructed.

For the eight-mark questions, learners need to ensure that they read the question and introductory scenario and associated data clearly to allow for contextualisation of the question. Learners need to present a balanced argument when asked to discuss, evaluate or assess a given topic or theme. It is essential that they consider more than one side of an argument as this allows them to access higher levels within the extended response questions.

## Individual Questions

### Section A

#### Q01

Many learners were able to accurately state 'specific' as the S of SMART. Incorrect responses included strengths as the 'S' of SWOT, and other terms beginning with 'S' such as separate and single.

Some learners provided a description of a specific target, rather than stating 'specific' and so no marks were awarded.

#### Q02

Many learners were able to identify the type of market as 'Niche'. Incorrect responses included business-to-consumer, and business-to-business. Other incorrect responses made reference to small, little or tiny markets.

#### Q03

This question performed well within the paper, with many learners providing two different reasons as to why marketing is important to a business. Some learners identified two reasons, but these were similar or identical but reworded;

*"helps to increase profits, and helps to increase the money the business makes"*

Where no marks were awarded, learners related their responses to the importance of market research rather than marketing as a whole.

#### Q04

Many learners were able to identify 'decline' as the final stage of the product life cycle gaining one mark. Incorrect responses included terms relating to decline such as reduction, less sales, end point and other terms such as profit, check-out and sales-point.

#### Q05a

The question required the learner to give two purposes of market research. Most learners were able to gain two marks on this question by providing two different purposes of market research to a business. Where learners were awarded no marks, they often stated methods of market research rather than purposes.

**Q05b**

Many learners were able to achieve both available marks from this question by stating two sources of external market research data. Where learners were not awarded both marks, sources were too generic and did not specifically align to external market research data;

“website” and “reports” are examples of where sources are too generic and cannot be clearly linked to external sources. Where learners stated “competitor websites” or “industry reports” marks were awarded for external sources.

Some learners provided methods of market research data collection such as surveys, questionnaires, polls and focus groups, none of which are sources of external market research data and so were not awarded marks.

(b) State **two** sources of external market research data. (2)

1 ..... Government Statistics .....

2 ..... Competitors data .....

**Q06**

This question required the learner to explain one use of qualitative data. Most learners were able to gain one mark where they understood qualitative research and were able to state that this links to opinions, thoughts or feelings rather than numerical facts.

Below is an example of common responses which were awarded one mark for stating that qualitative data gives opinions and feelings.

6 Explain **one** use of qualitative data.

It gives data based on opinions and feelings of people and  
 a ~~business~~ business can collect this data through questionnaires or  
 interviews.

Learners struggled to offer further development of their responses to achieve the second mark available. Instead, learners offered methods of collecting qualitative data which did not fulfil the requirements of the question. Where two marks were awarded, learners were able to link “customer opinions and feelings” to a use within the business such as “improving products”. Below is an example of a common response to the question which was awarded two marks.

6 Explain **one** use of qualitative data.

Qualitative data is about opinions, so a business after collecting enough opinions about other businesses from a newspaper (example) could decide whether to improve their business, basing on what those opinions said. Those opinions are about expectations of customers.

(Total for Question 6 = 2 marks)

### Q07a

This question performed a little worse than expected. Most learners did not fully understand social impacts and made reference to impacts which were clearly technological, political or economic. Marks were awarded for social impacts which clearly stated a change or development as highlighted in the example below.

7 (a) State **one** social impact that can affect a business. (1)

A change in ~~import~~ population can affect a business.

Had the learner simply stated ‘population’ no marks would have been awarded, as a clear reference to change was required.

### Q07b

For this question, the learner was required to state how the impact identified in Q07a would change the marketing mix.

Where learners had inaccurately stated a social impact, they were often unable to achieve a mark for their response to Q07b.



Some learners were able to expand on their accurate response to Q07a to clearly state how social impacts would impact the marketing mix, with references to price and promotion being common amongst awardable responses.

Below is an example of a response which was awarded marks for both Q07a and Q07b. The learner has stated an increase in people using social media as the social impact for one mark and continues to state this this would lead to changes within promotion to use more online methods for the second mark.

7 (a) State **one** social impact that can affect a business. (1)

Technology and social media can affect a business as more people begin to use social media, a business can promote using it.

(b) State how the impact identified in 7(a) would change the marketing mix. (1)

Social media can change the marketing mix by advertising online and creating a following.

(Total for Question 7 = 2 marks)

### Q08a

This question performed well within the paper. Many learners were able to accurately state the meaning of the term 'benchmarking' providing responses which clearly make links to comparisons of performance to that of competitors.

8 (a) State the meaning of the term 'benchmarking'. (1)

Benchmarking means when a business compares its performances to other Business and competitors.

Responses which did not make reference to business performance and comparison, no marks were awarded.

### Q08b

Many learners were able to provide an accurate meaning of the term 'market trend' to achieve one mark. "An ongoing pattern of popularity in the market"

was a common response which was awarded one mark, as were responses which made suggested popularity over time.

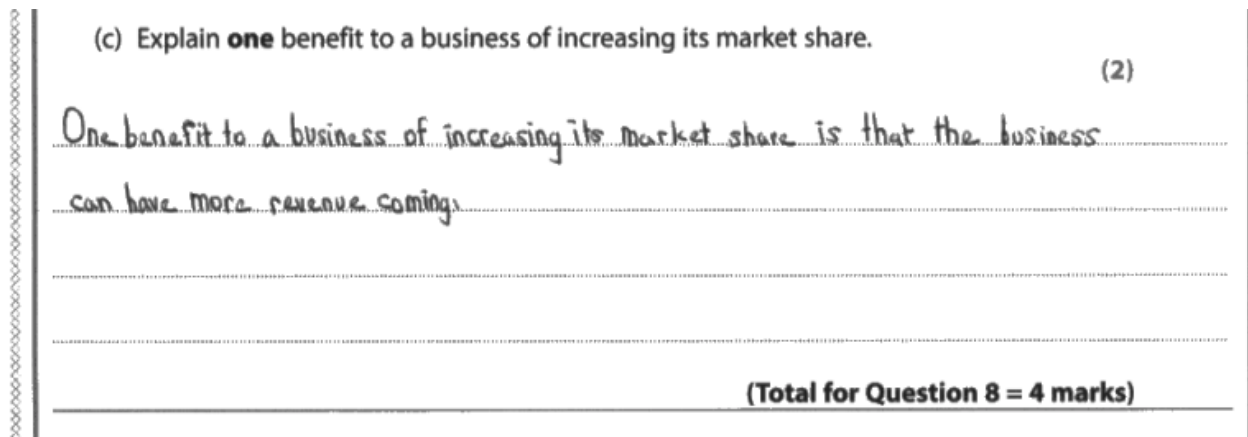
Inaccurate responses included references to new markets being opened, using social media and re-writing of the question.

“Market trend is when there is a trend in the market” was a common inaccurate response.

**Q08c**

This question performed well within the paper, and a number of learners were able to achieve both available marks. Many learners were able to achieve one mark for providing a benefit to a business of increasing market share, but found it challenging to develop this further for the second mark.

Common responses which were awarded one mark included; “increases profits”, “brings in more customers” and “business becomes more well known”.



Where both marks were awarded, learners identified a benefit to the business and offered further development as to how the benefit will impact the business and its future. A response awarded two marks is shown below. The learner has identified that a benefit is that “profits will increase” for the first mark and then developed this to explain that this means “the restaurant can expand” for the second mark.

(c) Explain **one** benefit to a business of increasing its market share.

(2)

Profits will increase, which means the restaurant can expand and make the restaurant available for more than just 50 people

(Total for Question 8 = 4 marks)

### Q09

This was the first extended writing question on the paper and performed a little worse than expected.

Many learners did not understand the concept of specific target markets and the implications that they may have upon a business, and therefore struggled to achieve higher than level two. Most learners were able to offer some basic points and access level one within their responses. Very few learners were able to access level three within the responses due to the lack of balanced viewpoint and weak understanding of the concept and context of the question.

Where learners found the question challenging, they did not fully understand the concept of target markets, and specific target markets, taking a singular negative view on their impact. Many learners who were awarded lower marks did not consider more than one viewpoint and did not provide more than one key point within their response. Some learners continue to present their work using bullet point lists which limits the marks awarded.

Some learners were able to explore the concept in detail and consider both positive and negative implications of a specific target market. Learners were able to reflect multiple aspects of the marketing mix and marketing activities that could be influenced and impacted by the target market and provided responses which aligned closely to the context of the question and scenario.

To achieve level one, learners had to identify a few key points, or describe one in some detail. The response could be in the form of a list or bullet points and only had to consider one viewpoint. To achieve level two, learners had to identify key points or describe key points across different viewpoints. The response could lack balance and did not have to fully relate to the business or scenario. To achieve the top level, learners had to consider and explain a series of key points which offered a consideration of

all viewpoints. The response required balance and application to the context, scenario and business in question.

In this example, the learner has demonstrated an understanding of how specific target markets can require a business to amend its marketing mix and the need to conduct market research, which is expanded to specifically identify the need to amend pricing and develop products to achieve sales. This is a clear application of marketing concepts and understanding to the context and scenario provided which is good to see and places the work within level two. The final paragraph then adds a converse argument suggesting that the small market can bring risk to the business if they move elsewhere requiring the business to construct appropriate marketing activities. The response is at the top of level two due to the limited balance provided. Further exploration of both sides of the argument would have allowed the work to access level three marks.

- 9 The choice of a specific target market has implications for the marketing activities of a business.

Discuss these implications for a business such as Joseph's.

(8)

Having a specific target market means that ~~Joseph~~ Joseph's would have to aim and adjust their marketing mix to ~~appeal to~~ so that their business can appeal to their target market.

This would mean conducting market research within the local community and collecting qualitative and quantitative data to identify the needs of their target market.

After that they would have to produce the right products and price them appropriately to make a profit and increase in sales.

~~However, if Joseph's team wants to make increase sales further, they~~

Since their target market is relatively small, it would be a huge loss for them if customers decided to go to a ~~or~~ competing restaurant instead of theirs. To prevent this, it would be important for Joseph's to analyze their competitors pricing, products, sales records etc.

After this they can carry out marketing activities that would enable Joseph's to gain a ~~competat~~ competitive advantage.

A second example provided below is awarded level three. The response is written in short paragraphs exploring both positives and negatives of having a specific target market, and provides clear links to the business, context and scenario. The learner has provided a number of key points which are developed and aligned to marketing activities, with a clear focus on the advertising activities used by the business. The differentiated viewpoints that are considered also explore the impacts that specific target markets can have on the sales, income and growth of the business.



*Community* *Advertising*

9 The choice of a specific target market has implications for the marketing activities of a business.

Discuss these implications for a business such as Joseph's.

(8)

- Having a specific target market for marketing activities may be a negative, because it may be expensive meaning Joseph's may not have enough revenue to put into the business.

+ Having a specific target market for marketing activities may be a positive, because Joseph's will have a specific needs and wants from customers.

- Having a specific target market for marketing activities may be a negative as this will limit Joseph's. Because there will be no increase in sales and limit what they can sell, advertise.

+ Having a specific target market for marketing activities may be a positive as Joseph's will know the personality of his customers. This is good, because the business

can use for example: adverts to draw in customers.

- Having a specific target market for marketing activities may be a negative, because the business won't grow or branch out and may not be reaching its full potential. This means the business may be missing out on some opportunities outside of the business.

+ Having a specific target market for marketing activities may be a positive, because Joseph's know their customers there is less risk of business failure or decline of sales. Helping the business ~~pre~~ predict its revenue and meals sold.

## Section B

### Q10

Many learners were able to identify the correct type of market in relation to the case study business. Incorrect responses often identified the market as 'niche' which was awarded no marks. Other incorrect responses simply stated 'consumer' or 'customer' which did not provide a full and complete response to the question.



**Q11a**

Many learners were able to provide an accurate meaning of the term 'product portfolio', relating their response to the range, variety or differentiation of products offered by a business. Where learners were not awarded a mark, they did not fully understand the term and related their response to the "volume of products available to buy" or "catalogues of products".

**Q11b**

Many learners were able to accurately identify the 'S' of USP as "Selling". Incorrect responses included links to the S of SWOT, PESTLE and SMART; social, specific, strengths. "Special" was also a common incorrect response provided by learners.

**Q11c**

Many learners were able to identify the type of promotion being used by the business as "below-the-line", "direct promotion" or "direct mail". Common responses which were incorrect included a variety of other promotional methods; "sales promotion", "public relations" and "personal selling".

**Q11d**

This question performed as expected within the paper. Many learners were able to state two benefits to a business of having a brand, with a large number of learners providing descriptions of benefits which was good to see.

Below is an example of a common response which achieved both available marks for the question.

Barron's is a distinctive brand.

(d) State **two** benefits to a business of having a brand. (2)

1. Having a brand help the business to be recognise in the market and build the ~~trust~~ trust in customers.
2. Having a brand help the business to stand out over the competition

(Total for Question 11 = 5 marks)

Where learners were awarded no marks for their response, there was no clear understanding of branding or the benefits of having a brand. Learners often stated that having a brand would increase profit which was not awardable.

**Q12a**

Many learners were able to give two different methods of collecting primary market research data and were awarded two marks. "Questionnaire" and "Interviews" were common awardable responses provided by learners.

Where marks were not awarded, learners provided two methods, but one was often a platform for collection rather than a method, or was a method of data recording and presentation such as "tally chart" or "pie chart".

This example shows where a learner has provided a platform for collection rather than the method of collection; face-to-face is a platform, an interview, questionnaire, survey or focus group would be the method used.

12 (a) Give **two** methods of collecting primary market research data. (2)

1. Questionnaire
2. ~~Tally chart~~ Face to face

**Q12b**

Many learners were able to state "SWOT" or "PESTLE" as a type of situational analysis. Incorrect responses related to SMART or types of market that a business could operate within.

**Q12c**

This question performed a little worse than expected. Many learners were able to achieve one of the two marks available and were awarded one mark for stating that situational analysis shows one or more of the factors that affect a business. Many learners found it challenging to add further development to their response and were unable to achieve the second available mark.

Where learners did not understand the concept of situational analysis, they were not able to accurately provide a benefit to a business, or related the benefit to competitors or customers, which received no marks.

A number of learners were able to achieve both available marks by providing an outline of what situational analysis can show a business, and developing this to explain that the business could then make changes, developments or amendments based on what they know and understand.

Below is an example of a response which was awarded both marks. The learner has identified the benefit; "*it enables to take advantage of opportunity and reduce threats*" and then developed this further to explain that the business could then "*use new technology....online marketing.....online sales.....help their business to be better from competitors*". The response has clearly explained one benefit to the business, and offered a detailed development of the benefit.

(c) Explain **one** benefit to a business of using situational analysis.

→ It enables to take <sup>advantage of</sup> ~~decision~~ opportunity and reduce the threats - They can use - new technology and like online marketing and online sales, <sup>and</sup> online books this will help their business to be better <sup>from competitors.</sup> (2)<sup>x</sup>

(Total for Question 12 = 5 marks)

It enable to take advantage decision based on facts - This will help the business. because if take the right

**Q13**

This question required the learner to state two pricing strategies a business could use when introducing new products. Most learners were able to state two pricing strategies, with common responses being “price skimming” and “penetration pricing”.

Some learners described strategies but did not state the title of the pricing strategy and so were not awarded any marks for their response.

Below is an example of a learner stating two strategies accurately; “skimming” and “competitive” and offering a description of each strategy. The response was awarded two marks. Had the learner only provided the description, no marks would have been awarded.

13 State **two** pricing strategies a business could use when introducing new products.

- 1 Skimming strategies - ~~are~~ asking for high ~~states~~ price when launching new products to gain ~~but~~ <sup>brand</sup> loyalty.
- 2 Competitive pricing - ~~asking~~ <sup>conducting</sup> similar prices on the product as the competitors so that they gain more sales.

(Total for Question 13 = 2 marks)

This second example shows how a description of two pricing strategies has been presented by the learner, but no stated title of the strategy is provided. Therefore, no marks were awarded to this response.

13 State **two** pricing strategies a business could use when introducing new products.

1. making the price lower than competing brands
2. £9.99 instead of £10 because (it will appeal to customers).

(Total for Question 13 = 2 marks)

#### Q14

This was the only four-mark question within the paper and required learner to explain two benefits to a business of selling online. Most learners were aware of the benefits of selling online, but found it challenging to offer further development in order to achieve all four available marks.

A number of learners did not understand the requirements of the question and instead offered benefits to the customer with justification rather than benefits to the business. This was common amongst learners who scored no marks for their response to the question.

Selling online is an example of e-commerce.

Barron's would like to start selling its goods online.

**14** Explain **two** benefits to a business of selling online.

1. A benefit of online selling is that the customer has a choice of delivery, so if they want the product early they have that option.
2. Another example of selling goods online is that if you get discount codes or vouchers they could help you to save money than the original price in store.

(Total for Question 14 = 4 marks)

Many learners were able to provide two isolated benefits to a business of selling online to achieve two marks, but did not offer further development to meet the command verb 'explain' in order to achieve higher marks.

Where learners achieved four marks, they offered two differentiated benefits to a business of selling online and provided further development aligned to positive outcomes for the business. In the example below, the learner has identified two benefits; "sell their products to a wider audience" and "website on a 24/7 daily basis" and then expands on these points to explain the impact; "increase its sales and make more profit" and "the business can gain repeated customers (customer loyalty)". The response was awarded four marks.

Selling online is an example of e-commerce.

Barron's would like to start selling its goods online.

**14** Explain **two** benefits to a business of selling online.

- 1 By maintaining an online presence, this helps businesses to promote, advertise and SELL their products to a wider audience - commonly found online - this allow -ing the business to increase its <sup>sales</sup> profits and make more profit.
- 2 By selling online, this allows online users to have access to the website on a 24/7 daily basis, meaning the website can be reached whenever and the business can gain repeated customers (customer loyalty).

(Total for Question 14 = 4 marks)

## Q15

This was the second extended writing question on the paper and performed as expected.

Loyalty cards are an accessible and relatable concept for learners, with many learners fully understanding the benefits and drawbacks. Most learners were able to access level two within their responses, with some providing detailed responses which were awarded level three.

Where learners found the question challenging, they did not fully understand the concept of loyalty cards and their impact on a business, and instead related their response to the advantages and disadvantages to customers which was not awardable. Some learners continue to present their work using bullet point lists which limit the marks awarded, whereas others provide a one-sided argument and do not fully understand the need to present balanced viewpoints.

Some learners clearly demonstrated an ability to apply marketing concepts to the context of the question, forming links to the marketing mix, market research and external factors which allowed for higher marks to be awarded. Many learners brought in relevant examples from other businesses and used these to support a balanced argument.

To achieve level one, learners had to identify a few key points, or describe one in some detail. The response could be in the form of a list or bullet



points and only had to consider one viewpoint. To achieve level two, learners had to identify key points or describe key points across different viewpoints. The response could lack balance and did not have to fully relate to the business or scenario. To achieve the top level, learners had to consider and explain a series of key points which offered a consideration of all viewpoints. The response required balance and application to the context, scenario and business in question.

In this example, the learner has provided a detailed response which includes a number of described points which are relevant to the business and scenario provided. The learner has provided a balanced response which includes advantages and a disadvantage which is relevant to the business. The concluding paragraph offers justification in that “there are more advantages.....than disadvantages” demonstrating a clear understanding and application. The response is well structured and provides a coherent discussion which is linked directly to the business and impacts expected from the use of loyalty cards. This example was awarded level 3.



As part of its marketing mix *Barron's* offers a loyalty card scheme to customers.

**15** Discuss the **advantages** and **disadvantages** for *Barron's* of offering a loyalty card scheme to its customers.

(8)

The business offering a loyalty card scheme to its customers is a part of the brand's unique selling point.

First advantage of offering a loyalty card scheme to customers add to the business's USP and gives them competitive advantages. This means that their business will differentiate from the competitors, making the customers This will prevent their sales getting lost to their competitors, leading to a higher market share.

Secondly, this offer will encourage the customers to ~~purchase~~ buy more, leading to repeated purchase. They may as well become *Barron's* loyal customers during the process. This will help the business ~~earn~~ make more sales and ~~earn~~ higher profits. Which will enable the brand to make improvements and extension to reach higher levels of success.

Another advantage the brand may have ~~is~~ from this USP is that they will be able to collect primary data from this process. They will be able to track each customer with the loyalty card's spending habits. ~~as well as the business's~~ This may help them find their most specific target group. They can then decide prices and other

factors ~~but~~ based on that information.

A disadvantage ~~is~~ of offering a loyalty card is that, ~~the~~  
to gain points on their spending, the customers must  
bring their cards along. ~~This~~ This means that if the customers  
lose the card or forget to bring it along, they will risk  
losing the points. This may also <sup>impact</sup> affect the ~~the~~ business from  
losing out on information they could have collected.

In conclusion, there are more advantages of offering a loyalty  
card ~~than~~ scheme to the customer than disadvantages.

This means that ~~the~~ Barron's ~~is~~ has made the right  
choice by offering it to its customers. Having a reward  
programme is important for business's growth and  
success. This may be ~~the~~ ~~one~~ one of the reasons  
behind Barron's success.

In this second example, the response has been awarded level one. The learner has provided two paragraphs within their response, the first of which is a repeat of the context and scenario provided. The second paragraph identifies an advantage "create returning customers" and provided some development which links to increases in profits. The final line is again a repeat of the information provided within the scenario. This is a typical response for level one, where there is only one viewpoint considered and limited justification and development provided.

As part of its marketing mix *Barron's* offers a loyalty card scheme to customers.

15 Discuss the **advantages** and **disadvantages** for *Barron's* of offering a loyalty card scheme to its customers.

(8)

There are many advantages and disadvantages that conclude the contradicting factors of *Barron's* offering their loyalty card. The scheme of this allows returning customers to redeem for a fixed amount of money, once reaching a certain number of points.

One main advantage of this loyalty card scheme is that this will create returning customers. People will keep spending to gain their points. This therefore leads to more income and sales towards *Barron's*. Furthermore, the scheme is excellent and worth it. To earn a £20 voucher for in-store, a customer will need to spend £500 at *Barron's* to receive it.

## Summary

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

- Learners should have a sound understanding of the key terms and concepts from the specification and be able to use these in the context given in the question.
- Learners should have studied a range of different internal and external factors and their influence upon a business and be able to use these in the context given in the question.
- Learners should ensure that they read the question and the scenario provided in order to answer the question that has been set by the examiner, not other questions which do not relate or allow for marks to be awarded.
- To access higher marks, learners should be able to recall, apply and then expand on a variety of marketing concepts from across the specification when responding to scenario based questions and extended writing questions.
- Where learners are required to explain, learners need to make a point that addresses the question and then develop the response to explain the point or state why the point is important or how it could impact the business.
- When responding to eight mark extended writing questions, learners need to use the scenario and stimulus material provided together with the question in order to understand context. This context should then be used within the answer if learners at to gain higher marks.
- Learners should understand that when responding to eight mark extended writing questions, they should consider and discuss both sides of the argument. To achieve the highest marks, responses should offer a balance and should consider all viewpoints available.

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