



Mark Scheme (Results)

January 2018

BTEC Level 3 National in Business /
Enterprise and Entrepreneurship

Developing a Marketing Campaign
(31489H)



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Unit 2: Developing a Marketing Campaign – marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Mark grid 1 –Activity 1 – The Rationale

Assessment focus	Indicative content				
Structure	N/A				
	Band 0	Band 1	Band 2	Band 3	Band 4
	No rewardable material.	<ul style="list-style-type: none"> The rationale lacks structure, with isolated references to marketing principles and/or concepts. Uses generic marketing terminology of limited relevance. 	<ul style="list-style-type: none"> The rationale has a basic structure and attempts to apply relevant marketing principles and/or concepts. Uses some relevant marketing 	<ul style="list-style-type: none"> The rationale has a logical structure and applies a variety of relevant marketing principles and/or concepts. Uses relevant marketing terminology. 	<ul style="list-style-type: none"> The rationale is well written and has a logical structure. Applies a variety of relevant marketing principles and concepts. Uses relevant marketing terminology.

Assessment focus	Indicative content				
Marketing aims and objectives	<p>Learners may refer to marketing aims and objectives that are relevant to and realistic in the context of:</p> <ul style="list-style-type: none"> • A medium sized 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 • market segment being targeted <ul style="list-style-type: none"> ○ if targeting affluent customers, the focus is likely to be on selling a smaller number of more expensive bikes ○ if the focus is on price-conscious customers then the focus is likely to be on selling a larger number of inexpensive bikes • e.g. volume vs value <p>Possible objectives might include</p> <ul style="list-style-type: none"> • Achieve an increase of x% in the number of customers from group x by a given date • Achieve a specific level of/ increase in the level of demand for folding bikes by a given date • A specified number of visitors to the store per week/month • A specified number of bikes of a specific type sold per week/month 				
Band 0	Band 1	Band 2	Band 3	Band 4	
0	1–2	3–4	5–6	7–8	
No rewardable material.	<ul style="list-style-type: none"> • Learners provide some marketing aims and objectives but there is little development/ explanation relevant to context. 	<ul style="list-style-type: none"> • Learners provide relevant marketing aims and objectives, with development/ explanation relevant to context. 	<ul style="list-style-type: none"> • Learners rationalise relevant marketing aims and objectives, with clear development/ analysis relevant to context. 	<ul style="list-style-type: none"> • There is comprehensive coverage of relevant rationalised marketing aims and objectives, with good development/ evaluation relevant to context. 	

Assessment focus	Indicative content
Research of and analysis of market information	<p>Learners research may take a number of forms. These might include:</p> <ul style="list-style-type: none"> • Quantitative data relating to the market folding bikes <ul style="list-style-type: none"> ○ e.g. the number of firms in the market (manufacturers and/or retailers), the value of sales in a given period of time, the number of bikes/folding bikes purchased in a given period of time, the relative market share of different firms, the number of consumers, costs/charges/issues associated with services such as bike repairs, storage/parking, taking onto trains/busses ○ Prices of bikes on the secondary market e.g. ebay • Qualitative data relating to the market for folding bikes <ul style="list-style-type: none"> ○ the names of the main brands of folding bikes, details of specific products/ accessories offered e.g. Brompton M6L, Brompton Electric, Brompton Bike builder, Dawes Kingpin, Dahon Briza, Dhaon Ciao ○ Details of retailers offering Bikes – e.g. Evans Cycles, Halfords ○ Details of customer perceptions of bikes, details of expert/popular opinions relating to folding bikes, profiles of consumers in the market for bikes/ folding bikes (e.g. demographic details, psychographic details), cultural factors relating to the use of these types of bike in one or more markets • Market data relating to products in direct and/or indirect competition with folding bikes – e.g. normal fixed frame bikes, ebikes, motorbikes, scooters, rollerblades, skateboards. • News/ current events relating to bikes/folding bikes <ul style="list-style-type: none"> ○ Product recall by Brompton in September 2017 ○ Increasing sales of folding bikes to commuters ○ Theft risk of folding bikes ○ Growth of E-Bikes ○ Brompton marketing chief interviewed in Marketing Week ○ Brompton and Brexit ○ London 'Bike Jacking' ○ Brompton Hire scheme ○ Cycle Republic – changes in the bike market ○ Developments in the folding bike market ○ Production of folding bike helmets ○ Successful Kickstarter campaign for the Hummingbird folding bike ○ 35 years of Dahon/launch of the Curl folding bike ○ Halfords sponsoring channel 4 weather ○ Halfords – impact of weak pound/ buying upmarket bike retailer

- [Halfords is most searched for UK bike retailer](#)
- [Charity trade in bike scheme](#)
- [Halfords spending on media/brand positioning](#)
- [Halfords advertising account](#)
- Data relating to the general economic context of the case study business
e.g. interest rates vs train/bus prices, stagnant wage growth in the UK (incentives to find alternative means of commuting)

Band 0	Band 1	Band 2	Band 3	Band 4
0	1-3	4-6	7-9	10-12
No rewardable material.	<ul style="list-style-type: none"> • Reference will be made to the: <ul style="list-style-type: none"> ○ case study ○ individual/independent research ○ wider business market and competitors but it will lack detail and relevance to the context. • An interpretation of the reliability and validity of the research might be attempted, but is generic, lacking a grasp of the concepts in this context. • Analytical approach is limited and any conclusions provided are generic. 	<ul style="list-style-type: none"> • Reference will be made to the: <ul style="list-style-type: none"> ○ case study ○ individual/independent research ○ wider business market and competitors but it will lack relevance to the context in places. • An interpretation of the reliability and validity of the research is attempted, demonstrating a basic grasp of the concepts and their relevance in this context. • Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places. 	<ul style="list-style-type: none"> • References will be made to the: <ul style="list-style-type: none"> ○ case study ○ individual/independent research ○ wider business market and competitors which are relevant to the context. • An interpretation of the reliability and validity of the research is present and demonstrates a good understanding of the concepts and their relevance in this context. • Detailed analytical approach leads to relevant and balanced conclusions. 	<ul style="list-style-type: none"> • Sustained references will be made to the: <ul style="list-style-type: none"> ○ case study ○ individual/independent research ○ wider business market and competitors which are entirely relevant to the context. • An interpretation of the reliability and validity of the research is present, and demonstrates a thorough understanding of the concepts and their relevance in this context. • Detailed analytical approach leads to entirely relevant and balanced conclusions.

Assessment focus	Indicative content
Justification	<p>Learners responses may include reference to the outcomes of the implied or explicit use of analytical tools</p> <p>Analysis might include some combination of:</p> <ul style="list-style-type: none"> • Costs associated with different marketing campaigns E.g. Brompton Cycles, Dahon, Cycle Republic, Halfords, Evans Cycles • Forms of media/ promotion used by <ul style="list-style-type: none"> ○ Bike retailers ○ Bike manufacturers • Details of the demographic profile of different cyclist groups <ul style="list-style-type: none"> ○ Sport cyclists ○ Mountain bikers ○ Commuters ○ General leisure cyclists • Cycling and commuting <ul style="list-style-type: none"> ○ Impact of rising train fares – e.g. more people opting to drive therefore might lead to fewer people riding bikes ○ Development of cycle schemes in cities – e.g. bike superhighway ○ Cycle to work scheme – impact of tax free cycling initiatives • Competition from other forms of transport <ul style="list-style-type: none"> ○ Car ownership and increasing availability of cheap second hand cars ○ Growth of E Bikes • Social factors <ul style="list-style-type: none"> ○ Leisure interests of different sub-groups e.g. lower rates of cycling among young women ○ Wiggins effect and the rise of interest in cycling in the UK post 2012 Olympics ○ ‘Bike Jacking’ – rising rates of theft ○ Increasing number of bike hire schemes in cities in the style of the “Boris Bike” • Economic factors <ul style="list-style-type: none"> ○ Weak economic growth ○ Stagnant wage growth

- Change in consumer preferences – move from physical goods to “experiences”
- Technological factors
 - Growth in E Bike ownership
 - Growth in complementary goods – e.g. folding helmets
- Political factors
 - Promotion of health life styles
 - Promotion of environmentally friendly / sustainable transport

Band 0	Band 1	Band 2	Band 3	Band 4
0	1–3	4–6	7–8	9–10
No rewardable material.	<ul style="list-style-type: none"> • Any evaluation will be limited to unsupported statements and opinions. Analytical tools are referenced but not utilised. • Consideration of ‘appropriateness’ of the justification will be attempted. 	<ul style="list-style-type: none"> • An evaluation will be presented, following evidence of analytical tools being used. • Consideration of ‘appropriateness’ of the justification will be limited. 	<ul style="list-style-type: none"> • A variety of analytical tools may be used leading to a coherent justified evaluation. • Appropriateness rationale has a logical structure and applies a variety of relevant marketing principles and/or concepts. Uses relevant marketing terminology. 	<ul style="list-style-type: none"> • Different analytical tools are used leading to a coherent justified evaluation. • Appropriateness will be fully addressed in the context of the additional scenario presented. Full use of marketing principles and of marketing terminology.

Mark Grid 2 – Activity 2 – The Marketing Campaign Plan

Assessment focus	Indicative content
<p>The marketing mix to include:</p> <p>Message</p> <p>Mix</p> <p>Media</p>	<p>Product Details of the bikes/folding bikes offered to customers such as:</p> <ul style="list-style-type: none"> - Selection of bikes to appeal to targeted market segment - Eg. Upmarket or value folding bikes - Sales of complementary goods – e.g. Helmets <p>Reference to the typical product lifecycle of bikes.</p> <p>Price selection of an appropriate pricing strategy for the bikes, for example:</p> <ul style="list-style-type: none"> - The use of promotional pricing – selling the bikes at a price point which includes accessories such as locks, helmets, mudflaps etc - The use of competitive/market pricing – e.g. research has indicated that the typical market price at Halfords is £x, therefore the bikes will be sold at this price <p>Place Explanation of the distribution channel for the bikes</p> <ul style="list-style-type: none"> - Bikes will be sold through the existing shop - Location of shop and its impact – e.g. Birmingham – major city, low adoption of cycle paths etc <p>Promotion Selection of appropriate methods of promotion that are relevant to the context of selling bicycles – either to affluent customers or price conscious customers</p> <ul style="list-style-type: none"> - The use of social media platforms e.g. facebook, youtube to make postings and to engage in dialogue with customers e.g. posting videos demonstrating the operation of the bike – how it folds etc. - The use of direct marketing techniques such as sending catalogues to existing customers. - Sponsorship of local events – e.g. childrens fitness initiatives in schools - Advertising in local media – e.g. billboards (sited on major commuter routes), newspapers (such as those given away at train stations), ambient media such as bus/train adverts – designed to target commuters <p>Discussion of the budget associated with each form of promotion, including recognition of the costs associated with social media. Recognition that “word of mouth” is something that is built through the effective use of other marketing techniques and is not a promotional method in and of itself.</p>

<p>The marketing mix to include:</p> <p>Message</p> <p>Mix</p> <p>Media</p> <p>(cont.)</p>	<p>The extended marketing mix</p> <p>People</p> <p>Discussion of how The Bicycle Shop staff can engage with customers and consumers, such as:</p> <ul style="list-style-type: none"> - Training of shop staff to discuss issues related to the operation of bikes – e.g. how to demonstrate the folding mechanism, where to cycle/local cycle routes - Recruit staff with an interest in cycling and other similar sports who can share practical experience/ enthusiasm with customers <p>Physical Environment</p> <p>Making the store reflect the needs of the chosen market segment, depending on whether this is the affluent consumers or the price-conscious consumer.</p> <ul style="list-style-type: none"> - Use of POS – highlighting prices, providing information about how to operate products - Captivating displays highlighting benefits of products – e.g showing a folded bike next to luggage or under a desk to emphasise how easy it is to transport/store when travelling to work - Merchandising complementary goods nearby to maximise opportunities for add on sales –eg. Helmets. <p>Process</p> <p>Procedures associated with sale of bikes, such as:</p> <ul style="list-style-type: none"> - Systems for offering advice to customers - Training procedures for staff - Standardised demonstrations – e.g. highlighting specific details about the products - How to manage the actual sale – e.g. taking customer details to add them to a mailing list, offering add on items (sale of warranties?) - Returns procedures - How to handle product recalls <p>Marketing Message</p> <p>An message that relates to the benefits of folding bikes –e .g. size, weight, convenience, health benefits.</p> <p>Learners may emphasise that marketing communication activity is focussed in some way on the specific market segment that they are trying to target. Depending on whether they choose the affluent customers or the price conscious customers, this might include:</p> <ul style="list-style-type: none"> - Price/value - Quality of the build of the bike - Health benefits - Environmental benefits of commuting by bike <p>Marketing messages will be clearly articulated and will show some understanding of the type of product being sold.</p>
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The marketing mix to include: Message Mix Media (cont.)	Media Selection Selection of media will reflect the budget of £10,000. In order to qualify as realistic, the use of channels such as newspaper advertising must also include an appropriate allocation of funds for the production of the advert as well as the cost of placing the adverts.				
	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–6	7–11	12–16	17–20
	No rewardable material.	<ul style="list-style-type: none"> • An outline marketing mix will be presented which is generic and/or unrealistic in the context of the scenario. • A marketing message may be included but references to an appropriate marketing mix (from above) will be weak. • Coverage of media will be limited to generic ideas. • Any justifications are limited and the marketing mix is not considered. 	<ul style="list-style-type: none"> • A marketing mix will be presented covering most aspects which may occasionally be generic and/or unrealistic in the context of the scenario. • A marketing message will be included but references to an appropriate marketing mix (from above) may not be sustained. • Coverage of media will have some relevance to the context. • Imbalanced justifications are provided and may make reference to the marketing mix. 	<ul style="list-style-type: none"> • The marketing mix presented covers most aspects in detail with illustration using 4Ps and applied in context. • Reference to extended marketing mix where applicable. • Most aspects of the marketing campaign will be covered in some detail, and in context with a clear marketing message. • Coverage of media is comprehensive and evidences selectivity relevant to the context. • Justifications are mostly balanced. 	<ul style="list-style-type: none"> • The marketing mix presented covers all aspects in detail with illustration using 4Ps (where applicable) and applied in context. • Reference to the extended marketing mix where applicable. • All aspects of the marketing campaign will be covered in detail and in context with a clear and considered marketing message. • Coverage of media is comprehensive and evidences selectivity relevant to the context. • Justifications are fully balanced.

Assessment focus	Indicative content				
Budget	<p>Learners response may: Break down cost on a weekly and monthly basis with specific sums of money allocated to individual promotional activities.</p> <p>Break down of the specific promotional activities – e.g.</p> <ul style="list-style-type: none"> - cost of using staff to make posts on social media, - costs of printing leaflets, posters etc, - costs of producing video content 				
	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–2	3–4	5–6	7–8
	No rewardable material.	<ul style="list-style-type: none"> • Budget restricted to generic detail, with limited relevance to marketing activity in context. 	<ul style="list-style-type: none"> • Budget shows a basic understanding of costs for aspects of the marketing activity in context. 	<ul style="list-style-type: none"> • Budget used realistically demonstrating detailed understanding of costs of most aspects of the marketing activity in context. 	<ul style="list-style-type: none"> • Budget used realistically with detailed understanding of the costs of all aspects of the marketing activity in context.

Assessment focus	Indicative content				
Timescale	Learners response may include: <ul style="list-style-type: none"> - Timescale of 12 – 16 weeks - Promotional activity that is spread throughout the period. - Precise start and end date for specific elements of the campaign - A variety of ways of presenting the timescale <ul style="list-style-type: none"> o a “gantt chart” style plan (e.g. a table where boxes have been shaded in) o a calendar o a list of dates and durations of activities 				
	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1	2	3	4
	No rewardable material.	<ul style="list-style-type: none"> • Timescale is unrealistic in the context of the plan. 	<ul style="list-style-type: none"> • Timescale is generally realistic in the context of the plan. May contain occasional lapses. 	<ul style="list-style-type: none"> • Timescale is realistic in the context of the plan. 	<ul style="list-style-type: none"> • Timescale is thorough and entirely realistic in the context of the plan.

Assessment focus	Indicative content				
Presentation	n/a				
	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1	2	3	4
	No rewardable material.	<ul style="list-style-type: none"> • Plan lacks professional format which leads to lack of clarity. • Contains many communication errors. • Contains few references to appropriate marketing terminology. 	<ul style="list-style-type: none"> • Plan shows a clear but basic professional format. • Contains occasional communication errors. • Contains references to appropriate marketing terminology. 	<ul style="list-style-type: none"> • Plan format is clear and looks professional. • Contains few communication errors. • Contains sustained references to appropriate marketing terminology. 	<ul style="list-style-type: none"> • Plan has a professional format. • Contain no obtrusive communication errors. • Appropriate marketing terminology is used throughout.

