

## 31489H 2001 Marking Guidance

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Structure</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No rewardable material.	• The rationale lacks structure, with isolated references to marketing principles and/or concepts. Uses generic marketing terminology of limited relevance.	• The rationale has a basic structure and attempts to apply relevant marketing principles and/or concepts. Uses some relevant marketing terminology.	• The rationale has a logical structure and applies a variety of relevant marketing principles and/or concepts. Uses relevant marketing terminology.	• The rationale is well written and has a logical structure. Applies a variety of relevant marketing principles and concepts. Uses relevant marketing terminology.

### Marking Guidance

Evidence of a well written rationale:

- Good use of language skills – e.g. vocabulary, sentences are coherent/flow.
- Logical structure – work is divided into sections with separate points in separate paragraphs or as separate bullet points, use of headings to divide up material, content is placed into a logical order
- Use of marketing terminology – Marketing terms – either from the unit content or the candidates wider knowledge – are utilised accurately and where relevant. This occurs throughout the activity 1 work.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Marketing aims and objectives	0 No rewardable material.	1–2 • Learners provide some marketing aims and objectives but there is little development/ explanation relevant to context.	3–4 • Learners provide relevant marketing aims and objectives, with development/ explanation relevant to context.	5–6 • Learners rationalise relevant marketing aims and objectives, with clear development/ analysis relevant to context.	7–8 • There is comprehensive coverage of relevant rationalised marketing aims and objectives, with good development/ evaluation relevant to context.

### Indicative Content

Aims and objectives are relevant to and realistic in the context of:

- A small business with one physical location
- A business which plans to expand
- A core management team and a group of staff on zero hours contracts
- A rapidly growing market
- A highly competitive market
- A market where brand licensing is becoming increasingly common
- Aims and objectives should relate to expanding the business. This could be accomplished in a number of ways but might include:
  - Increasing capacity at the existing location -e.g. adding more rooms
  - Opening new permanent locations around the UK
  - Opening temporary locations around the UK
  - Increasing sales of merchandise relating to the escape room activity -e.g. branded clothing, digital images of participants
- Objectives should be SMART and must be relevant the business and products/services that it offers
- A rationale should be provided for each objective, showing why it is relevant to/appropriate for this business and how it will support the achievement of the aim of expansion.

Possible objectives might include:

- Open x new permanent escape room venues
- Open x pop-up escape rooms
- Sell a specific number of corporate packages each month
- Sell a specific volume of merchandise each month.
- An increase of x% in the number of booking at the current escape room
- The development of x new escape room themes each month
- The launch of specific seasonal escape room activities (escape the exam room in June?)

Aims and objectives should be accompanied by a rationale illustrating the appropriateness of the objectives to the context of a small escape room business. This might be based on:

- The use of industry data to show why a specific level of sales is achievable
- Statistics showing which demographic groups are most likely to use escape rooms
- Links between the proposed objectives and the proposed marketing mix – e.g. if the business is planning to open a new pop up venue, this might be supported by a leafleting campaign in the area around that venue in preceding weeks.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Research of and analysis of market information</b>	<b>0</b> No rewardable material.	<b>1–3</b> <ul style="list-style-type: none"> <li>Reference will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> but it will lack detail and relevance to the context.</li> <li>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.</li> <li>Analytical approach is limited and any conclusions provided are generic.</li> </ul>	<b>4–6</b> <ul style="list-style-type: none"> <li>Reference will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> but it will lack relevance to the context in places.</li> <li>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.</li> <li>Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places.</li> </ul>	<b>7–9</b> <ul style="list-style-type: none"> <li>References will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> which are relevant to the context.</li> <li>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.</li> <li>Detailed analytical approach leads to relevant and balanced conclusions.</li> </ul>	<b>10–12</b> <ul style="list-style-type: none"> <li>Sustained references will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> which are entirely relevant to the context.</li> <li>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.</li> <li>Detailed analytical approach leads to entirely relevant and balanced conclusions.</li> </ul>

### Indicative Content

Learners research can take a number of forms but might include:

- Quantitative data relating to the number of escape rooms in the UK  
e.g. the number of businesses in the market  
the number of venues in a specific geographical area  
the number of different escape room themes offered by a specific company  
the number of people who have visited an escape room in the last year
- Qualitative data relating to the market for escape rooms  
the names of companies in the market and descriptions of what they offer  
customer perceptions of these venue – e.g. trip advisor reviews  
descriptions of the types of activities involved in escape rooms
- Market data relating to products in direct/indirect competition with escape rooms e.g. virtual reality software, augmented reality apps, pop-up cinema/theatre events, online streaming services,
- News/current events relating to escape rooms, e.g:
  - Escape rooms venues [with links to local history/issues](#)
  - Escape rooms [being highlighted as being more appropriate work event venues](#)
  - Escape room “[megafans](#)”
  - Major [corporate tie ins](#)
  - [Unique/ unusual](#) escape rooms/ escape room [venues](#)
  - [Celebrity involvement](#) in escape rooms
  - Newspaper reporter teams [trying out escape rooms](#)
  - [Creative pop up](#) escape rooms
  - Escape rooms and [regional economic development](#)
  - [Potential problems with licencing](#) for escape room venues

## 31489H 2001 Marking Guidance

- Data relating to the general economic context of the case study, e.g:

Changes in disposable income

Changes in/ the campaign for changes to business rates

Rental costs for high street premises

Wage costs – e.g. coming changes to the minimum wage

Slow GDP growth and consequent effects on consumer spending

Decline of traditional high street retail and possible impact on leisure premises in these locations

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

### Indicative Content

learners can use a range of analytical models. The most common models used are SWOT and PESTLE.

SWOT and PESTLE analysis might include some combination of:

- Costs associated with different marketing campaigns
  - o E.g Escape, Clue HQ, Escape Reality, Escape Hunt,
- Forms of media typically used by escape room operators
- Methods of differentiating escape rooms e.g. local heritage , links to well known brands, unique locations,
- The leisure industry in general
- The decline of high street retail and how this might create both opportunities and threats
  - o Firms closing will leave properties vacant which might make good permanent/temporary venues (escape the department store?)
  - o Reduction in the number of shops might mean less footfall for venues that choose city centre locations
- Social factors
  - o Consumers increasingly looking for experiences
  - o Popularity of team/group/family activities
  - o Changes in cultures among younger people – e.g. reduction in alcohol consumption – might this be an alternative to a night in the pub in future?
  - o Prominence in popular culture – e.g. escape rooms are featured repeatedly on TV programs such as Brooklyn 99.
- Economic Factors
  - o Decline in the high street
  - o Weak economic growth
  - o Low disposable incomes/ increase in poverty
- Political factors
  - o Willingness of councils to grant licenses
  - o Push for economic development in the north/ regional development
- Technological factors
  - o Virtual reality as an alternative
  - o Cost of high quality printing of shirts/hoodies/photos makes merchandise production on site cheap and potentially profitable
  - o Social media as a valuable promotional tool – e.g. targeted ads, increasingly low cost of producing and sharing videos makes it possible to share an idea of the experience widely.

## 31489H 2001 Marking Guidance

- Legal Factors
- Licensing of intellectual property such as Sherlock Holmes
- HSE - The fire in a recent Polish Escape Room experience

Justification will:

- Explicitly relate to the research gathered
- Explicitly relate to the analytical models used.
- Explicitly relate to the case study and show an understanding of the needs of customers/consumers in the escape room market

Assessment focus	Indicative content				
The marketing mix to include:	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–6	7–11	12–16	17–20
<b>Message</b> <b>Mix</b> <b>Media</b>	No rewardable material.	<ul style="list-style-type: none"> <li>An outline marketing mix will be presented which is generic and/or unrealistic in the context of the scenario.</li> <li>A marketing message may be included but references to an appropriate marketing mix (from above) will be weak.</li> <li>Coverage of media will be limited to generic ideas.</li> <li>Any justifications are limited and the marketing mix is not considered.</li> </ul>	<ul style="list-style-type: none"> <li>A marketing mix will be presented covering most aspects which may occasionally be generic and/or unrealistic in the context of the scenario.</li> <li>A marketing message will be included but references to an appropriate marketing mix (from above) may not be sustained.</li> <li>Coverage of media will have some relevance to the context.</li> <li>Imbalanced justifications are provided and may make reference to the marketing mix.</li> </ul>	<ul style="list-style-type: none"> <li>The marketing mix presented covers most aspects in detail with illustration using 4Ps and applied in context.</li> <li>Reference to extended marketing mix where applicable.</li> <li>Most aspects of the marketing campaign will be covered in some detail, and in context with a clear marketing message.</li> <li>Coverage of media is comprehensive and evidences selectivity relevant to the context.</li> <li>Justifications are mostly balanced.</li> </ul>	<ul style="list-style-type: none"> <li>The marketing mix presented covers all aspects in detail with illustration using 4Ps (where applicable) and applied in context.</li> <li>Reference to the extended marketing mix where applicable.</li> <li>All aspects of the marketing campaign will be covered in detail and in context with a clear and considered marketing message.</li> <li>Coverage of media is comprehensive and evidences selectivity relevant to the context.</li> <li>Justifications are fully balanced.</li> </ul>

### Indicative Content

**Product** – Details of the products/services offered to customers such as:

- Different types of escape room experiences
- Packages for different audiences – e.g. corporate hospitality, team building, birthday party, school trip, premium packages
- Merchandise sales – clothing, photographs, videos, possible extensions to the range
- Sales of complementary goods – e.g. drinks, food

**Price** – selection of an appropriate pricing strategy:

- Currently cheaper than many competitors suggesting competitive pricing
- Potential for special offer pricings – e.g. corporate discounts on bulk purchases, deals for specific demographics e.g. university students
- Potential to develop special packages that could attract a premium price
- Penetration pricing when launching a new room/venue in a new area

**Place** – explanation of the distribution channel selling;

- Access to the escape room
- Merchandise
- Setting up of an online shop
- Ticket/package sales online/ on the phone

**Promotion** – Selection of appropriate methods of promotion that are relevant to the context of an escape room with a single location/multiple locations/ pop up locations.

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.

### **The extended marketing mix**

**People** – Discussion of how staff will interact with customers:

- Core staff for planning experiences/ dealing with corporate clients/bookings
- Casual staff for running the venue
- Will staff play characters in the rooms?
- Will staff wear costumes related to room themes?
- Will staff be given training on customer service/experience?
- Technical/skilled employees to support all games/experiences and set up the puzzles in the rooms

**Physical Environment** – setting up escape room premises that reflect the themes in the rooms

- Decoration, both inside and out venues might be important – getting aesthetics right will create a more immersive/attractive/distinctive business
- Environment in the room must be appropriate – e.g. with a vintage theme, will appropriate props be sourced?
- Link between quality of surroundings and price/overall quality of experience

**Process** – Procedures associated with the running of the escape room, such as:

- Bookings
- Complaints
- Dealing with emergencies
- Sales of merchandise
- Supporting customers with specific needs e.g. wheelchair users

### **Marketing Message**

An appropriate message that relates to the benefits of visiting an escape room. This may vary according to the target market that the business will focus on – e.g. different messages for students/corporate clients?

Marketing messages will be clearly articulated and will show some understanding of the type of product being sold.

This should be linked to all elements of the marketing mix.

### **Media Selection**

Normally linked to promotion. This will contain an indication of specific media channels that are suitable for the promotional activities planned e.g.:

-social media that is suitable to target customers – linkedin for corporate clients, Instagram/snapchat/tiktok for students



## 31489H 2001 Marking Guidance

- traditional media channels that are appropriate – local papers? Leaflets?

The key to media selection is selectivity – the learner should highlight channels that are appropriate in context.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Budget</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Budget restricted to generic detail, with limited relevance to marketing activity in context.</li> </ul>	<ul style="list-style-type: none"> <li>Budget shows a basic understanding of costs for aspects of the marketing activity in context.</li> </ul>	<ul style="list-style-type: none"> <li>Budget used realistically demonstrating detailed understanding of costs of most aspects of the marketing activity in context.</li> </ul>	<ul style="list-style-type: none"> <li>Budget used realistically with detailed understanding of the costs of all aspects of the marketing activity in context.</li> </ul>

**Indicative Content**

The budget for this campaign is £25,000.

Costs will be broken down in some way – e.g. on a weekly and monthly basis.

Specific sums of money will be allocated to individual promotional activities.

There will be some break down of the specific promotional activities – e.g.

- cost of using staff to make posts on social media
- costs of printing and distributing leaflets, posters etc.
- costs of producing video content

## 31489H 2001 Marking Guidance

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Timescale</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Timescale is unrealistic in the context of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Timescale is generally realistic in the context of the plan. May contain occasional lapses.</li> </ul>	<ul style="list-style-type: none"> <li>Timescale is realistic in the context of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Timescale is thorough and entirely realistic in the context of the plan.</li> </ul>

### Indicative Content

- Promotional activity will be spread throughout the 52 week period.
- Learners might produce
  - 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
- there will be a precise start and end date for specific elements of the campaign

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

## Marking Guidance

Evidence of a well written plan:

- Good use of language skills – e.g. vocabulary, SPAG generally correct, sentences are coherent/flow.
- Logical structure – work is divided into sections with separate points in separate paragraphs or as separate bullet points, use of headings to divide up material, content is placed into a logical order
- Use of marketing terminology – Marketing terms – either from the unit content or the candidates wider knowledge – are utilised accurately and where relevant. This occurs throughout the activity 2 work.
- Communication errors are not considered to be intrusive where they are:
  - o Infrequent
  - o Do not distort meaning/ comprehensibility of the text

In general, learners should be capitalising names/start of sentences, using full stops/commas correctly, using an appropriate standard of formal written language bearing in mind that the work is being produced by a teenager between the ages of 16 and 18 whilst under exam conditions.