



Examiners' Report Lead Examiner Feedback

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Pearson BTEC Nationals
In Business, Enterprise & Entrepreneurship
(31489H)
Unit 2: Developing a Marketing Campaign

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Introduction

Unit 31489H 'Developing a Marketing Campaign' is a mandatory unit in the Certificate, Extended Certificate, Diploma and Extended Diploma in Business and the Extended Diploma in Enterprise and Entrepreneurship. The assessment is based on a case study that is issued in the Part A pre-release before the supervised assessment. Part B contains two activities set on the case study and is issued at the start of the supervised assessment. The pre-release period gives learners time to identify and understand the business context in the case study and to carry out research into the industry in which the business must operate. It gives learners the opportunity to familiarise themselves with the industry, the business concept and to research marketing in the relevant sector. The Part A pre-release case study was in the context of the rapidly expanding global E-Sports industry and asked learners to consider how an E-Sports Team may operate successfully within this context. Learners were presented with general information relating to the E-Sports market and to an E-Sports team named Team Occupola (TO). Learners can choose to develop a marketing campaign addressing either of 2 questions in Part B. The choices were to either develop a direct marketing activity targeting potential sponsors or to consider using promoted posts on social media aimed at increasing the number of followers which TO would draw. The assessment of the unit is based on 8 assessment focuses. AF1–4 are applied to Activity 1 whereas AF 5-8 are applied to Activity 2. AF1 Structure 4 marks: AF2 Marketing aims and objectives 8 marks: AF3 Research and analysis of marketing information 12 marks: AF4 Justification 10 marks: AF5 The marketing mix to include message, mix and media 20 marks: AF6 Budget 8 marks: AF7 Timescale 4 marks: AF8 Presentation 4 marks.

Learners completed the assessment using a computer. Scripts were submitted as hard copies or electronically on a USB memory stick.

A small number of centres submitted work without including signed authentication sheets and/or mark summary sheets. This caused a delay in marking while these documents were requested from centres.

Centres are advised to review the Administrative Support Guide for this unit which is available on the BTEC subject pages prior to submitting work to ensure that all administrative requirements are met.

Introduction to the Overall Performance of the Unit

Learners attempting this set task achieved between 0 and 63 marks out of the 70 marks available.

The majority of learners answered Activity 1 by producing a written report on the aims of the marketing campaign supported by recent relevant research into the E-Sports industry, along with an analysis of internal and external factors affecting the industry. They approached activity 2 by proposing a marketing mix with an appropriate budget and timescale. All learners completed Activity 1 and 2 using a word processing package such as Microsoft Word. Most learners had made an attempt to answer both activities.

Some learners answered Activity 1 and Activity 2 as one long report rather than as two separate reports which made it difficult for them to achieve higher mark bands. Many learners presented large amounts of relevant market research data in relation to Activities 1 and 2 but then did not explain the relevance of the data to the E-Sports industry or to TO. Some learners did not take the time to understand the E-Sports concept or TO's place in the industry and therefore struggled to write an appropriate marketing mix, aims or objectives.

Individual Questions

Activity 1

Assessment Focus 1: Structure

The structure of learner reports has grown stronger this series as learners have become more adept at using a professional presentation using headings in line with the Part B Activity 1: Marketing aims and objectives, Research data on the market and competition , Justification/ rationale.

Using this approach ensured that most learners were able to achieve the higher mark bands. At mark band 4, layout matched Activity 1 and learners had written a well-structured rationale. AF1 was consistently strong.

Assessment Focus 2: Marketing Aims and objectives

Some learners struggled with the E-Sport context and this had an impact on their ability to deliver clear SMART rationalised aims. However, overall, the aims and objectives produced were slightly better for many candidates in this series as most learners now produce SMART aims and objectives which are developed to some degree and these were mostly in context.

At the higher mark bands candidates had written at least 3 strong SMART objectives which were evaluated and developed in detail and related directly to the context. Many learners developed the rationale and application of their aims through both Activity 1 and 2 with aims being further discussed in AF5 Marketing Mix. These learners were able to move up the mark bands as they did this as the learner work is assessed positively and holistically.

Assessment Focus 3: Research and analysis of marketing information

As E-Sports is a rapidly expanding global enterprise the learners found lots of relevant useful data which was presented in context. Not all students attempted primary market research due to a current inability to collect it but those who did struggled to gather it in sufficient quantity to be relevant. Where primary research was conducted learners used their difficulty in collection of it by citing it as an issue in establishing the data as valid and reliable. Many learners presented a wealth of secondary data, however they often failed to analyse the information or to draw balanced conclusions.

This limited many learners to the lower mark bands.

Some learners were able to make basic statements which linked the data presented to the context but many failed to reach the higher mark bands as they did not attempt to draw balanced conclusions from the data.

Learners who achieved the higher mark bands had done so by being selective about the research which they presented. Research was contextualised and balanced conclusions were drawn. Higher marks were achieved where these conclusions were entirely appropriate and realistic. Within mark band 3 and 4 higher marks were awarded where learners had interpreted the reliability and validity of the research and had a real understanding of what makes research valid, e.g. the sample size or currency of the data. Learners did less well where they had focused their research on E-Sports in general rather than research specifically relevant to Team Occupola.

Assessment Focus 4: Justification

Most learners presented both a SWOT and a PESTEL which was broadly accurate. Some learners also used Porters model to further analyse the E- Sports market. However, by presenting the 3 models learners then failed to evaluate their relevance to E-Sports or to develop arguments surrounding their significance. This limited learners to the lower mark bands.

Some learners failed to understand the E-Sport context, and this was reflected in their inability to produce relevant models. Learners struggled in particular with the Social (PESTEL) aspect of E-Sports.

Learners scored in the higher mark bands where they were able to produce an entirely relevant SWOT and PESTEL which was entirely realistic and had developed and justified evaluation. For example, many learners had identified the impact of political factors such as Brexit and the ability of Team Occupola to attend tournaments – they went on to evaluate the possible solutions and consequences in the long term for not only attendance and possible prize money but also sponsorship opportunities. By addressing each factor in turn in a sustained and contextualised manner learners moved to the top of mark band 4.

Lower marks were achieved when the factors identified in the SWOT and PESTEL were generic and where there was little evaluation of the possible impact on Team Occupola.

Activity 2

Assessment Focus 5: The Marketing mix, to include message, mix and media

Some learners struggled to understand the E-Sport concept and as a consequence were unable to access the higher mark bands as they failed to accurately identify the 4 P's. Some learners had identified the product as a games console and then went on to produce a marketing mix for this and not TO as a consequence some of the marketing messages produced were inaccurate which limited these learners to lower mark bands. In addition, some learners only considered online media despite their £250,000 budget. Where learners understood the E-Sport concept the Marketing Mix was done very well and marks overall were slightly better than in previous series with many learners producing a relevant marketing message which was consistent with the Marketing Mix they produced.

Learners achieving the higher mark bands had presented an entirely appropriate and accurate Marketing Mix which was clearly linked to their aims and their Marketing Message. Where learners had researched and prepared well this was evident and work was produced where the choice of Media was also entirely appropriate to the context and aims.

Where students had poorly prepared for Part A and not understood the business, they struggled to present a coherent Marketing Mix, as they had not grasped what the product was. For instance, some students described

price as the cost of gaming equipment for playing games at home, place as viewers being at home watching or playing games and people as the fans watching from home. Consequently, they either provided a very generic marketing mix or omitted it completely to focus on the media selection. Overall media selection was done very well with most students focusing their campaign on social media. Some learners presented excellent detail around the benefits of different types of social media and justified their choice convincingly eg Tiktok, Instagram, Twitter, YouTube, etc. Learners scored in the lower mark bands where they listed the media selection but omitted to justify their choices.

Assessment Focus 6: Budget

Some learners struggled to manage the £250,000 budget and also presented the misconception that many aspects of online and digital promotion would be free. Many learners considered only social media as a method of promotion and were then unable to present a breakdown of costs which then brought learners into lower mark bands.

Where learners had attempted to break down the costs of production including social media content and had considered the cost of producing logos and of using influencers these learners scored in the higher mark bands. Many had obtained accurate information on pay per click advertising and caps.

Budgets on the whole are still presented in a fairly generic way by learners but where higher mark bands are achieved this is due to learners breaking down the spending into its component parts such as the cost of hiring a graphic designer to create an appropriate logo, the production values and costs which may go into online content and the estimated costs of securing an appropriate influencer to endorse the Team Occupola brand.

Learners often rush tasks AF6 and 7 but the combined mark for these two AFs is 12 – 17% of the Total mark for the paper. Learners should focus their attention and time more evenly across Activities 1 and 2 and note that there are more marks for Activity 2 than 1.

Assessment Focus 7: Timescale

As with AF6, learners seemed to rush this activity or produce little evidence beyond a Gant chart which limited marks to mark band 1 or 2.

However, most learners were able to give some indication of the timescale over which their Marketing Campaign would run with some moving away from the basic Gant chart to more detailed descriptions.

Timescale continues to perform poorly by learners with candidates rarely scoring more than MB2.

Assessment Focus 8: Presentation

AF8 continues to become stronger as learners are becoming more adept at presenting a professional format with appropriate terminology. There are rarely communication errors seen. Most learners were able to produce a professional format with appropriate headings from Part B Activity 2, Marketing mix, Budget and Timescale. This led to most learners achieving mark bands 3 or 4 consistently.

Where learners scored less than mark band 3 or 4, this was largely due to a misinterpretation of the marketing terminology for example incorrect interpretation of the marketing mix or because they did not complete Activity 2. However, both of these were rare and most learners did well on this final AF.

Summary

Activity 1

For Activity 1, responses that reached the higher mark bands presented a well-structured report with appropriate headings. Aims were SMART and relevant to the context and there was a wealth of market research data which had been well selected and analysed in relation to the E-Sports industry and the relevance to T.O. Learners who achieved the higher mark bands had also produced both a SWOT and a PESTEL analysis and this was analysed specifically in relation to T.O. and not generic.

Most candidates limited their ability to access higher mark bands due to a lack of interpretation of the data they presented and a lack of balance in their conclusions.

Responses in lower mark bands presented data and facts with little attempt to take an analytical approach and sometimes with little reference to the context.

Activity 2

Learners seem to spend too much time on Activity 1 and rush through Activity 2. As a result, many learners were not able to move into the higher mark bands, for Activity 2. Since marks are higher in Activity 2 than Activity 1, learners should aim to spend more of their time on Activity 2.

The tendency overall was for learners to present a detailed marketing mix including message and media but then a very limited budget and timescale. The total marks available for budget and timescale combined is 12. By rushing or ignoring these 2 AFs learners significantly disadvantaged themselves. Many learners consequently failed to achieve the higher mark bands in AF6 and 7 as they simply items in their budget and created a very basic GANT chart for timescale.

Overall, there appeared to be quite strong knowledge and understanding of the extended marketing mix and those learners who understood the E- Sports concept scored well on this AF.



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