



Examiner's Report/
Lead Examiner Feedback
Summer 2017

BTEC Level 3 Nationals in Business /
Enterprise and Entrepreneurship
Unit 2: Developing a Marketing
Campaign (31489H)



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2017

31489H_1706_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

Grade Boundaries

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, Pass and Near 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:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Unit 2: Developing a Marketing Campaign

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	12	24	39	54

Introduction

This was the first opportunity for learners to take the assessment of this unit.

This unit differs from previous BTEC assessments because of the importance given to the collection and use of research, based on an unseen case study. The Part A pre-release element of this assessment required learners to investigate the market for augmented reality games and to collect data that could be used to plan a marketing campaign; details of which were provided in part B. The collection of research was essential towards part B of the assessment. Learners needed to collect information that would allow them to contextualise their work.

This unit is synoptic within all sizes of the level three BTEC Business qualification. Learners are expected to use content from across all units within their qualification when completing the set task for this unit. For example, learners producing a budget might have completed 'Unit 3 Personal and Business Finance' and therefore would be able to apply their knowledge and understanding of the production of budgets to better approach their production of a budget for the marketing campaign. Similarly, while SWOT and PESTLE analysis are highlighted in the content for this unit, other analytical models, such as Porters Five Forces, are covered elsewhere in the course and can be used to support the justification of a rationale for a marketing campaign, instead of, or in addition to SWOT/PESTLE where the learner feels that this is more appropriate. A number of good examples of this approach were seen by examiners during this series.

The assessment of this unit is based on 8 assessment focuses, each carrying a different weight. The assessment foci are split into two groups of four with activity one worth 34 marks and activity two worth 36 marks. In activity one, the majority of the marks are divided between assessment focus 2, aims and objectives, 3, research, and 4, justification. In activity two the majority of the marks are gained for assessment focus 5, the marketing mix and assessment focus 6, budget.

Learners were given the opportunity to produce their work either handwritten or on a computer.

A minority of centres submitted work without including signed authentication sheets and/or mark summary sheets. Centres are advised to review the administration guide for this unit which is available on the BTEC subject pages prior to submitting work to ensure that all administrative requirements are met.

A minority of centres submitted work to their standards verifier rather than to their allocated examiner, which in some cases led to delays in the assessment of the work. Centres are reminded that Pearson will allocate an external examiner for this unit and will provide the centre with pre-printed address labels for that examiner to ensure that work is sent to the correct address.

Introduction to the Overall Performance of the Unit

Work produced by over 10,000 learners was assessed during this window, with learners achieving between 0 and 70 marks. A range of different approaches were taken for this assessment with many learners demonstrating a creative approach to the task. Overall, it was pleasing to see a wide range of different sources, both primary and secondary being used as the basis of this work.

While the pre-release was a challenging requirement of the task, the majority of the work that was assessed during this series suggested that learners were able to collect information that was relevant to the context of the task.

The majority of the work completed during this series was typed using a word processing package such as Word and then printed for submission. Some centres submitted work electronically using media such as memory sticks. A significant minority of centres submitted handwritten work or a mixture of work that was typed or handwritten. No significant difference in the grades gained was observed between work that was produced electronically or that which was produced by hand.

A minority of learners did not complete work contributing to all 8 assessment foci. A significant proportion of learners appeared to dedicate more time to activity one than activity two in this session. It is worth noting that activity one is worth 34 marks, while activity two is worth 36 marks, 20 of which can be gained from the production of a marketing mix. Learners should be prepared to dedicate an appropriate amount of time to the production of work for each activity to ensure that they maximise their opportunities to obtain marks. Therefore, centres are advised to prepare learners for assessment by completing timed exercises so that they are able to produce work within the required time limit.

A number of centres submitted their learners' "Part A" research notes along with their "Part B" assessment evidence. As centres were directed not to submit these research notes, these were not assessed so as not to unfairly disadvantage those centres that had not submitted this material. Centres are reminded that while they do not need to submit the research notes completed by learners, they are required to retain these notes for awarding body inspection.

Assessment Focus One: Structure

Marks gained for this focus related to three key aspects of learners work on Activity One:

- The structure of the work
- The accurate use of marketing principles and concepts
- The accurate use of technical vocabulary

Most learners based their structure on the key content points laid out in the instructions for activity one, leading to most learners being able to access at least two marks for this focus.

Learners were less likely to earn marks for the use of marketing principles and concepts to explain and support their points. Learners who gained a lower mark for this aspect of the work tended to use less formal vocabulary, writing in a style more akin to journalistic writing, rather than a professional report for a specialist audience.

When providing details of their aims and objectives, research and justification for their marketing plan, learners should be linking these points to relevant marketing theory using appropriate terms. For example, when providing a rationale for their marketing objectives, learners may wish to refer to the cost of promotional activities and the need to recoup the marketing budget for their product. Where learners performed less well on this focus, they tended to use general terms rather than technical marketing terms, especially in their SWOT and PESTLE analysis.

Assessment Focus Two: Marketing Aims and Objectives

Marks were gained for this focus on the basis of two key pieces of evidence:

- The production of appropriate marketing aims and objectives, relevant to a marketing campaign for an augmented reality game
- The provision of a rationale for the proposed aims and objectives.

Two particularly common errors made by learners here was writing general business aims and objectives, and failing to provide a rationale for the proposed aims and objectives.

Many learners provided aims and objectives which were relatively generic and not clearly linked to the context of the task, eg:

- A small business
- A firm with little or no brand recognition
- A relatively limited marketing budget
- The need to launch a new product
- A campaign lasting 12 months

While it was not expected that learners would identify all of these points, it was expected that they would identify some from the contextual information provided in Part B.

The best pieces of work reflected some or all of these points in the production of aims and objectives. For example, learners would highlight the need to gain brand recognition because the company was currently unknown and competing against products such as 'Pokémon Go!' which have relatively high levels of brand recognition. In other cases, learners broke down objectives according to the different mobile operating systems, providing specific targets for the number of downloads or an amount of revenue expected from platforms such as IOS and Android. Well contextualised objectives such as these tended to be given marks in band 4, as long as they were supported by an appropriate rationale. For example, where learners provided a specific target for the number of downloads on Android phones, they justified this by citing statistics for the number of people owning Android phones in a specific geographical region, eg x thousand downloads, representing y% of android phone owners in the UK/Europe/Asia/China etc.

A common error in work produced by learners was the writing of a separate objective for each letter of the SMART acronym (e.g. a Specific objective, a Measureable objective etc) rather than the writing of objectives that are SMART in of themselves.

Many learners missed out on marks for this focus because they simply stated a list of generic aims with no contextualisation or justification. For example, increase sales, gain market share, create brand awareness and differentiate the product from competitors. In these cases, learners were rarely able to achieve more than 2 marks. In order to achieve three or more marks, learners needed to provide SMART objectives.

The number of objectives written was less important than the quality of the objectives and how well the learner justified them. The best pieces of work seen during this series tended to include no more than three or four well justified objectives.

Justifications for objectives ranged in quality. Where learners provided a generic justification such as explaining why their proposal was specific, measurable, etc, this tended to leave their work in mark band one. In order to achieve 3 or more marks, learners needed to give a justification that was contextually relevant. Many learners did so by citing data collected during their research such as the number of people who download games, the amount of money spent annually on downloads/add-ons for freemium games or the gender balance of mobile gamers. A good example of a well justified SMART objective was seen when a learner noted that the product was being launched for the first time and therefore would be moving from the introduction stage of the product lifecycle into the growth stage, and that therefore there was a need for high levels of promotional activity in order to make potential consumers aware of the release date for the game and its unique selling point. This was then linked to the marketing budget/timeline in activity 2 and the learner explained that this was why a large amount of the budget was spent early on in the 12 month campaign.

Another excellent example was seen when a learner noted that the game was based on fantasy role play and so they set an objective for the business to launch a new character every month which players would be able to purchase. This was then justified in terms of research that suggested that players of this type of game were likely to spend a certain amount of money each month.

Marketing Aims and Objectives-

Roku have developed a number of marketing aims and objectives in order to identify within the specific market and industry.

- To increase sales by 25% after 6 months of the Application game being launched.

AR - To diversify and be known for the 'new augmented reality game'. This will be important for Roku's sales in order to be able to gain market share.

- To get at least 50% of the current augmented reality market customers to download the app. This is important as the market needs to be developing an app which customers will use and will grow to love.

In this example, the learner was given a mark in band 2 because they had attempted to write SMART objectives, but had not produced something that was entirely appropriate in context – for example, increasing sales by 25% after six months – at launch, the business has no sales and so a 25% increase in sales would be 0.

The learner has also failed to fully justify their aims and objectives. A stronger explanation of why they have set these goals would be required to move the work into bands three and four. For example, using data gathered in their research to explain why they are aiming for 50% of Augmented Reality customers.

Assessment Focus Three: Research and Analysis of Marketing Information

Work for this assessment focus was based on a number of different points.

- Learners made reference to the case study data in the part B task brief
- Learners demonstrated that they had gathered their own research data into the market for AR games
- Learners analysed some or all of their research data
- Learners had considered the validity and reliability of their research data

Weaker pieces of work tended to be highly descriptive, citing long lists of facts found while carrying out research without providing any relevant analysis of this data.

This aspect of work was assessed holistically. The best work seen during this series made sustained use of research data to support points made throughout activity one and activity two, with learners making selective use of relevant data to support specific points. This was a much more productive use of their time than simply listing any data that they might have found when completing their research.

Relatively few learners showed evidence of collecting primary data. Those that did tended to demonstrate a better understanding of the concepts of validity and reliability. For example, one learner had conducted a survey of twenty people to find out how much they would be willing to pay for mobile apps. They then questioned the usefulness of this data because of the small sample size and their use of a random sampling method. Alongside other evidence of thorough analysis of data from secondary sources, this learner was given 12 marks out of a possible 12.

A common error made by learners when considering the validity and reliability of their research was to make simplistic statements such as "All of my research is valid and reliable because it was published recently." Such comments were not sufficient to justify the provision of higher marks because they were generic and lacked a demonstration of a "...thorough understanding of the concepts in this context...". On the other hand, learners that noted the rapidly changing nature of the market for mobile games and the relatively recent emergence of augmented reality games were better able to use the recent publication (or not) of data as evidence of its validity and then went on to provide further comments about factors likely to affect the reliability of data such as the methods used to gather the data.

Most learners used a mixture of quantitative and qualitative data to support their work, although relatively few learners used methods such as creating graphs to analyse their data. The use of relevant graphs to analyse data, for example using a scatterplot to look at the correlation between variables, a histogram to show frequency of occurrence or a line graph to show changes in a variable over time

would be good evidence of the “Detailed analytical approach...” needed to achieve marks in band 3 and 4.

The most common examples of quantitative data included statistics for the amount of revenue earned by different mobile apps, spending by consumers on different mobile apps and the number of consumers and competitors in the market.

The most common qualitative data used included descriptions of the typical consumers in the market, descriptions of competing products and descriptions of the main ways that customers play mobile games.

Assessment Focus Four: Justification

For this assessment focus, the following evidence was required:

- The use of two or more analytical tools
- An evaluation of the meaning of the research gathered
- A justification for the use of specific marketing techniques based on the analysis of research data

While the part B task brief specified that learners should use SWOT and PESTLE analysis, some learners chose not to do so, instead using other models, most notably Porters Five Forces and the Product Life cycle. A number of learners used SWOT and PESTLE in addition to other models such as the product lifecycle, normally increasing the extent to which their assessment of the appropriate marketing activities was "...fully addressed in the context of the scenario presented."

In order to achieve higher marks for this assessment focus, learners needed to show that they had used these analytical techniques to explore the main points from their market research. In this session, the majority of students simply placed data in the relevant framework without undertaking any further analysis, as can be seen in this example:

Weaknesses- It will always be hard to gain the initial awareness of a new mobile application as in the App Store there are over 2,000,000 iOS total apps. This evaluates that if RokU don't use advertising right and doesn't research enough into marketing strategies they could be at risk from failing. The UK's mobile app development market is widely recognized and currently the UK has estimated 8000 app development businesses that employ roughly 400,000 people. *App*

This example is indicative of a piece of work that was given a mark at the top of band 2. This is because the work lacks analytical depth, for example the learner has noted that the number of apps in the IOS app store might lead to business failure if marketing activity is not effective. They have made a huge leap from their evidence to their conclusion and should have analysed the steps that would lead from ineffective marketing to possible failure – eg the large number of apps means it might be difficult to stand out, therefore marketing activity must be effective at generating interest in the target market and converting that interest into downloads which would then lead to success. If the marketing is not effective, eg it fails to target the right market segments and/or doesn't create a strong USP, then this will mean download target might not be reached, which then might lead to failure eventually.

Many learners made one or both of two mistakes:

- Their work was primarily descriptive and they simply placed bullet points of research into one of the analytical models without any analysis

- They made simplistic assertions which lacked any supporting analysis of evidence

In preparation for future series, centres are advised to prepare learners for this assessment focus by helping them practice the skills of analysis and evaluation of research evidence.

Assessment Focus Five: The Marketing Mix

For this assessment focus, learners needed to consider:

- The application of the extended marketing mix model to an augmented reality game
- An appropriate marketing message for their proposed campaign
- The selection of appropriate media for their marketing campaign

Where learners achieved marks in bands one and two, they tended to provide a generic marketing mix that could have been applied to a number of products and they often omitted any reference to a marketing message and the selection of appropriate media channels.

This was the aspect of this unit that tended to contain the largest range of different approaches. Some learners focussed heavily on promotional activity while others gave a more balanced marketing mix, recognising the equal importance of other marketing activities to this type of game. For example, a number of high scoring pieces of work considered the product element of the marketing mix in terms of the need for constant development of the game and the importance of pushing out upgrades, bug fixes and new features. For example, one learner considered how the appearance of the game might be changed to reflect key seasonal events such as Christmas and the summer holidays.

Many learners made good use of the research that they had collected into the market for mobile games to explain why a freemium model was likely to be appropriate for this type of game, citing examples such as 'Pokémon Go' and 'Clash of Clans' to justify this decision.

The coverage of the extended marketing mix was weak for the majority of the cohort, with many learners simply omitting any reference to this and thus tending to limit their work to marks in mark bands one and two, as other elements of this strand often hinge on the extent to which the learner has addressed the extended mix.

Another common error was the failure to include a marketing message and commentary on media selection.

Where learners did include reference to the extended marketing mix in their work, many made perceptive points such as:

- People – the business might need to provide support to players of the game and therefore they would need employees to respond to emails and instant messages who have appropriate knowledge of this type of game playing.
- Physical Environment – the nature of this type of game makes this an important consideration. A small number of learners used examples such as 'Pokestops' or players chasing Pokémon into people's houses to illustrate this

point, noting that the safety of players was an important consideration for game developers and that they would need to consider which environments the game would interact with.

- Process – the game might need appropriate methods to deal with problems such as players being abusive towards one another.

While coverage of the extended marketing mix was necessary to achieve higher marks, it was also necessary to contextualise the marketing mix to move into bands three and four. Some learners provided detailed descriptions of different pricing strategies, promotional methods, distribution channels and aspects of developing a product but were still limited to being given marks in band two because they did not link these points to the context of the launch of a new augmented reality game by a small business with a limited budget.

The consideration of a marketing message was another aspect of this assessment focus that many learners omitted. It was necessary for learners to consider what their marketing message would be and how this might relate to each of the 7P's of the marketing mix. For example, one learner was given a mark in band 4 as they talked about the message for their campaign being one of fantasy and adventure along with an emphasis on the health benefits of playing the game outside. This message was referenced in each aspect of the marketing mix:

- Product – discussion of how the marketing message would be reinforced through dialogue with game characters
- Promotion – discussion of how the marketing message would inform the content of different advertising and public relations activities – e.g. through dressing people as characters in the game for a flashmob
- Place – discussion of the relevance of the marketing message to the distribution channels selected
- People – ensuring that staff are trained to reflect the marketing message in their communication with customers
- Place – ensuring that the marketing message is appropriate to the app stores that are targeted in the marketing plan
- Process – making sure that the marketing message, which relates to fun and enjoyment, is matched by a commitment to making it easy for players to report abusive behaviour from “trolls”

Many learners also omitted any reference to the selection of appropriate media for their campaign. Where learners did make references to media this tended to fall into one of two categories:

1. Those who made generic references to inappropriate forms of media (eg the campaign will advertise in newspapers and on TV because they are popular) and therefore tended to achieve marks in band 2

2. Those who made references to relevant forms of media for their promotional campaign (eg social media such as Instagram and Snapchat are popular so we will put pictures and videos of the game being played on there, and adverts will be placed in the Metro paper because a lot of young people read it on the way to school) and therefore achieved marks in bands three and four.

APS

Promotion- RokU have researched competition to see how they evaluated their advertising and promotion of their augmented reality game. Clash of Clans used promotional gameplay videos to attract gamers who would spend money on in app purchases. They also took full advantage of social media companies such as Facebook and Instagram to publish these videos. RokU could use social media as a method of advertising their product, as it is found to be highly effective. Facebook have over a billion users and as these users provide their profile with their name, age, location, gender, hobbies and interests, it is easy for advertisers to target a specific audience. RokU could persist with this technique.

It is estimated that British viewer's watch 45 TV adverts, this including social media, so this is a major benefit for RokU in order to gain awareness.

In this example, the learner has produced a piece of work that reached the top of band one. The learner has described activities carried out by other firms. This evidence belongs in activity one. The only significant point that the learner makes about the promotion of RokU here is that they intend to use social media. They have not indicated how they intend to use social media. For example, will they create videos of gameplay? Will they create groups in which well-known players will interact with other users? Will they use paid adverts or will they try to create content using free of charge profiles? If so, how many staff will they have posting content and in how many languages? Is Facebook the only social network they intend to use? If so, why? Does this network have a large number of active users from their target market? Will the business do any other promotional activity? If so, what?

In order to prepare learners for this aspect of the work in future series, centres are advised to ensure that learners understand how the full 7P marketing mix can be applied, in context, to a range of different markets. When producing the marketing mix, it is important that candidates are aware that they need to propose a marketing mix for the product identified in the Part B document. Descriptions of the way that other firms use the marketing mix should be provided in activity one.

Assessment Focus Six: Budget

This assessment focus was rarely addressed well by learners, with few pieces of work going beyond simply stating the costs of generic marketing activity. In order to achieve marks in band four for this focus, learners should have produced a budget showing how money will be spent on different activities and over the length of the campaign. In other words, a month by month breakdown of spending activity.

Steve and RokU set a marketing budget for the next 12 months, the campaign should be run for 6 months, allowing people to gain recognition through social media, RokU can also extend this period of time if they feel it is necessary to do so. If RokU spent £2,000 each month on Facebook but only really pushed Twitter as an advertisement every other month, they would be spending £18,000 on social media promotion. If they chose to do a daytime TV slot this would add up to be around £21,000. This then gives them £9,000 for a marketing message including a press release and sales assistants training in order to help increase sales of the business.

In this example, the learner has been given a mark in band one because they have simply stated costs of marketing activity and have not produced a budget. The work is also unrealistic insofar as it focuses on spending money on inappropriate media (television), provides a £9,000 budget for staff for 12 months which is also unrealistic and there is no evidence of how they reached the figure of £2,000 for Facebook advertising.

The best budgets produced by learners broke down marketing expenses into smaller elements, such as the cost of producing a video and then the cost of “boosting” a Facebook post featuring that video. Learners then specified how many times a month that content would be boosted over the 12 month marketing campaign. Learners would then provide a similarly detailed breakdown of other marketing activity, eg flashmobs and PR activities. By doing this, learners were able to achieve all 8 of the potential marks available.

Assessment Focus Seven: Timescale

A relatively large number of learners did not include any evidence for this assessment focus. In general, this assessment focus was addressed poorly by many learners.

In order to achieve higher marks, learners should have indicated a clear start and end date for their campaign. Many learners chose to launch their app in the summer, recognising that this type of game was well suited to being played outdoors during periods of good weather.

Other learners produced a timeline which took into account, not just promotional activity, but also the time needed to develop the product eg considering the time required to create and beta test their AR game, therefore producing a time scale that was thorough and realistic in context and therefore gaining all of the 4 marks available for this focus.

Timescale

From my research I was able to find out that the most app downloads were made on Christmas Day totalling 328 million downloads just on Christmas day 2012 alone. Therefore I think that the timescale that RokU use should be one in which the app is developed and ready in the run up to Christmas. This is important to the business as if the business can have the app ready before Christmas then the TV campaign and the use of social media advertising can come into effect. If this is successful it could be the massive kick start that RokU needs and as a result would be the dream marketing situation in my opinion for Steve to be able to capitalise on. I think the ad campaigns should be run on a daily basis and aim to target as many users as possible the more downloads that Steve can get the more successful that the business will be.

A67

This example was from a learner that achieved mark band one. Their proposed timescale really only relates to the launch of the product. To achieve all four marks for this criteria, learners need to specify what marketing activity they will carry out in each of the twelve months specified in the task brief.

Assessment Focus Eight: Presentation

This assessment focus required learners to:

- Produce their plan in a professional format
- Make no errors in communication
- Use appropriate marketing terminology

Most learners were able to achieve at least 2 out of 4 available marks here by producing a plan with a clear structure, eg discrete sections for marketing mix, marketing message, media selection, marketing budget and campaign timeline.

The quality of written communication varied. A number of learners lost a mark here for making a number of obtrusive communication errors.

In order to ensure equity of opportunity between those learners typing and hand writing their work, the quality of handwriting was not taken into account when giving marks for the quality of communication or the professionalism of the format of the work.

One area where many learners lost a mark on this assessment focus was the use of technical vocabulary. Too many learners did not make adequate use of marketing terminology in the explanation of their marketing mix.

NB from January 2018 onwards centres should be aware that assessments for this unit will only provide the opportunity to produce assessment evidence using a computer. Centres should ensure that they provide adequate opportunity for learners to practice completing set task activities using a computer and that learners are aware of not only how to prepare their work for Part B using a computer but also how to prepare their notes electronically and make use of them during the Part B assessment.

Summary

Based on performance this series, learners should:

- Use appropriate marketing terminology throughout their response.
- Ensure that they contextualise their responses based on the research that they have carried out into the market identified in the Part A pre-release document.
- Divide their time equally between activity one and activity two.
- Fully justify their aims and objectives.
- Ensure that aims and objectives are relevant to the context of the product identified in the Part B document.
- Ensure that their market research is analysed and that they do not simply state facts and figures.
- Ensure that they use at least two analytical models to support the justification of their marketing plan.
- Ensure that they provide a 7P marketing mix which is thoroughly applied to the context of the product and company that are identified in the part B document.
- Produce a budget which shows allocations of money over time and broken down by different marketing activities.
- Produce a timeline which shows how different elements of the marketing mix will be implemented over time.