



Mark Scheme (Results)

Summer 2017

BTEC Level 3 National 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 students at:

www.pearson.com/uk

Summer 2017

Publications Code 31489H_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

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 consider the following factors in their response:</p> <ul style="list-style-type: none"> - A small business - A firm with little/no brand recognition - A relatively limited marketing budget (the equivalent of £2,500 per month) - The need to both launch the game as well as sustain awareness and interest in purchase throughout the year - A twelve month campaign <p>Possible objectives might include</p> <ul style="list-style-type: none"> - Achieve a market share of x% by Y date - Achieve £x of sales revenue within y months - Achieve a specific level of brand awareness within a defined demographic group by a given date - A specified number of downloads per week/month/year <p>Aims and objectives might be broken down according to distribution channels, e.g. Apple App Store, Google Play, Amazon App, Windows App Store phone</p>				
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 for mobile games/apps <ul style="list-style-type: none"> o the number of firms in the market, the value of sales in a given period of time, o the number of apps downloaded in a given period of time, o the relative market share of different firms, o the number of consumers, o demographic data, o costs/charges associated with specific app stores, o cost of WiFi, o cost of mobile phones, - Qualitative data relating to the market for mobile games/apps <ul style="list-style-type: none"> o the names of the main developers of specific types of app, o details of specific mobile apps/games, e.g. Candy Crush, Pokémon Go, Clash of Clans o details of customer perceptions of games, o details of expert/popular opinions relating to games, o profiles of consumers in the market for mobile games/apps, e.g. demographic/psychographic details, o cultural factors in different markets, e.g. attitudes to gaming, values, - Market data relating to products in direct and/or indirect competition with mobile gaming <ul style="list-style-type: none"> o computer/console games, o other forms of entertainment/ leisure activities, e.g. cinema trips, streaming services. - Data relating to the general economic context of the case study business <ul style="list-style-type: none"> o interest rates, o inflation, o GDP, o exchange rates

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	Evaluation and justification might include reference to the outcomes of the implied or explicit use of analytical tools such as: <ul style="list-style-type: none"> - SWOT - PESTLE - Porter's 5 Forces - Product lifecycle 				
	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 game such as:</p> <ul style="list-style-type: none"> - Suggested USP, e.g. unique characters, multiple characters - Detail about how AR games might work - Suggestions for activities within the game - Specific reference to the stage in the product life cycle that the game has reached (e.g. it is progressing from introduction with the aim being the achievement of growth) - Reference to the typical product lifecycle of mobile games/apps <p>Price Selection of pricing strategy for the game might include:</p> <ul style="list-style-type: none"> - The use of psychological pricing – selling the game at a price point such as 99p to harness value perceptions of consumers - The use of competitive/market pricing – e.g. research has indicated that the typical market price on the app store for a mobile game is £x, therefore the game will be sold at this price - The use of a freemium strategy – e.g. the game will be free but add-ons can be sold at the following prices.... <p>Place Explanation of the choice of distribution channel for the game</p> <ul style="list-style-type: none"> - Discussion of the Apple and Android app stores - Consideration of the costs associated with selling games through these channels <p>Promotion Selection of methods of promotion of mobile gaming might include:</p> <ul style="list-style-type: none"> - The use of guerrilla marketing tactics such as staging “real life” versions of the game featuring people in costumes - The use of social media platforms e.g. Facebook, YouTube to make postings and to engage in dialogue with customers - The use of direct marketing techniques such as emailing potential customers - The use of adverts within games or apps - The use of a public beta testing phase as a means of building interest and awareness ahead of a formal launch

<p>The marketing mix to include:</p> <p>Message</p> <p>Mix</p> <p>Media</p> <p><i>(cont.)</i></p>	<p>The extended marketing mix</p> <p>People</p> <p>Discussion of how ROKu staff can engage with customers and consumers, such as:</p> <ul style="list-style-type: none"> - Training of online support personnel to respond to customer queries in the form of instant messages or live chat - Ensuring that they have an appropriate knowledge of the technical issues associated with an AR game as well as issues such as how to play safely <p>Physical Environment</p> <p>Responses might consider locations with which the app interacts and how safe they are e.g. no holes, danger of players interacting with undesirable individuals.</p> <p>Process</p> <p>Procedures associated with playing of the game and the management of payments, such as:</p> <ul style="list-style-type: none"> - Systems for taking payments/ micropayments associated with the freemium model - Systems for managing cheating/ alleged cheating by players - Systems for managing safeguarding concerns raised by players/ relatives of players - Simplicity for the player to download <p>Marketing Message</p> <p>Responses might indicate that marketing communication activity should emphasise appropriate feelings/ emotions by players. This will depend on the type of game that candidates want to market but might include:</p> <ul style="list-style-type: none"> - Fun - Teamwork - Cooperation - Fantasy - Scares - Thrills - Excitement - Enjoyment <p>Media Selection</p> <p>Selection of media will reflect the budget of £30,000 but may take any form. Realism is likely to be determined by the costs budgeted for.</p>
---	--

	Band 0	Band 1	Band 2	Band 3	Band 4
The marketing mix to include:	0	1–6	7–11	12–16	17–20
Message	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. 	<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. 	<ul style="list-style-type: none"> The marketing mix presented covers most aspects in detail with illustration using 4Ps and applied in context. 	<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.
Mix		<ul style="list-style-type: none"> A marketing message may be included but references to an appropriate marketing mix (from above) will be weak. 	<ul style="list-style-type: none"> A marketing message will be included but references to an appropriate marketing mix (from above) may not be sustained. 	<ul style="list-style-type: none"> Reference to extended marketing mix where applicable. 	<ul style="list-style-type: none"> Reference to the extended marketing mix where applicable.
Media		<ul style="list-style-type: none"> Coverage of media will be limited to generic ideas. 	<ul style="list-style-type: none"> Coverage of media will have some relevance to the context. 	<ul style="list-style-type: none"> Most aspects of the marketing campaign will be covered in some detail, and in context with a clear marketing message. 	<ul style="list-style-type: none"> All aspects of the marketing campaign will be covered in detail and in context with a clear and considered marketing message.
(cont.)		<ul style="list-style-type: none"> Any justifications are limited and the marketing mix is not considered. 	<ul style="list-style-type: none"> Imbalanced justifications are provided and may make reference to the marketing mix. 	<ul style="list-style-type: none"> Coverage of media is comprehensive and evidences selectivity relevant to the context. 	<ul style="list-style-type: none"> Coverage of media is comprehensive and evidences selectivity relevant to the context.
				<ul style="list-style-type: none"> Justifications are mostly balanced. 	<ul style="list-style-type: none"> Justifications are fully balanced.

Assessment focus	Indicative content				
Budget	N/A				
	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 might produce timescales in the following formats: <ul style="list-style-type: none"> ○ a “Gantt chart” style plan ○ a calendar ○ critical path analysis / network diagram 				
	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	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"> • 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.

