

# **L3 Lead Examiner Report 1906**

June 2019

**L3 Qualification in Business/  
Enterprise and Entrepreneurship:  
Developing a Marketing  
Campaign  
31489H**

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## 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 and 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:

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### Unit 2: Developing a Marketing Campaign

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	13	27	41	55

## Introduction

This was the fifth sitting of this unit. In this series, the Part A pre-release element of this assessment required learners to investigate the market for pop-up cinemas 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 to the Part B of the assessment. Learners needed to collect information that would allow them to contextualise their work. Most learners were able to collect a relatively large quantity of data, as has been the case in previous series, but this data is not always used well.

This unit is synoptic within four of the five sizes of the level three BTEC Business qualification and three of the five sizes of the Level 3 BTEC Enterprise and Entrepreneurship qualification. Learners are expected to use content from across other units within their qualification when completing the set task for this unit. For example, when justifying their choice of aims and objectives, learners might draw on knowledge gained from Unit 1 – Exploring Business about the differences between businesses in the public and private sector and between companies of different sizes.

Many learners are still struggling to demonstrate sufficient understanding of the concepts covered in this unit to allow them to access higher marks. Learners should be able to demonstrate a depth of knowledge and understanding commensurate with a level three qualification and should be able to put that understanding into context. Using content from both this unit and other units in order to justify the marketing decisions that learners make in their plan is also an important route to accessing higher marks that is only demonstrated by a minority of learners.

The assessment of this unit is based on eight assessment focuses, each carrying a different weight. The assessment focuses are split into two groups of four, with Activity 1 worth 34 marks and Activity 2 worth 36 marks. In Activity 1, the majority of the marks are divided between assessment focus 2, aims and objectives, 3, research, and 4, justification. In Activity 2 the majority of the marks are gained for assessment focus 5, the marketing mix, and assessment focus 6, budget.

Learners are required to produce work for this unit using a computer. Centres have the option to submit work either in hard copy or electronically. When submitting work electronically many centres submit Activity 1 and 2 as separate files – work may be submitted as a single document as well.

The majority of centres complete all of the required paperwork when submitting work including signed authentication sheets and/or mark summary sheets. Centres are advised to review the Administrative Support Guide for this unit which is available on the BTEC Business and Enterprise and Entrepreneurship subject pages prior to submitting work to ensure that all administrative requirements are met. Failure to do

so can lead to a delay in the assessment of work while these documents are requested from centres.

## Introduction to the Overall Performance of the Unit

Work produced by almost 15,000 learners was assessed during this window, with learners achieving the full range of marks from 0 to 70. Based on the standard of work this series, it seems that an increasing number of centres are using material from Lead Examiner's reports and the training sessions provided by Pearson in order to refine and improve their approach to preparing learners for this unit. Most learners are now providing evidence for all eight assessment focuses in their submissions with more attention being paid to completing Activity 2 in detail. A minority of learners are still appearing to spend too much time on Activity 1, regurgitating large amounts of research without undertaking any meaningful analysis and then going on to provide little more than an outline of a marketing mix. This severely limits the marks that they achieve.

Most learners were able to find a large quantity of data relating to the market for pop-up cinemas. The majority of the work seen contained thoughtful and creative approaches to the task, suggesting that learners understood the context well and found it engaging. While pop-up cinemas can be set up in both indoor and outdoor settings, most learners seemed to focus on the idea of running outdoor events during summer.

Data collected by learners during the Part A pre-release window is still not used well by many learners. Learners tend to simply state facts and copy data without any meaningful analysis or evaluation. A key focus in preparing learners for Activity 1 in this assessment should be to help learners understand how to use data selectively and how to develop arguments based on that data. Depth of coverage is likely to earn learners higher marks than breadth of coverage. Despite this, learners are still including large numbers of points without developing them.

A well-established trend over all five series in which this paper has been sat is the significantly better performance of learners taking this paper in year 13 during the second year of the course. The majority of learners sitting this unit are year 12 learners in the first year of their course. These learners tend not to perform as well as their peers who have had more time to prepare for the assessment and who have completed a wider range of units.



## Assessment Focus One: Structure

Marks gained for this focus related to three key aspects of learners work on Activity 1:

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

A majority of learners were able to structure their work using relevant sub-headings and/or dividing their work into discrete paragraphs, each with their own focus. These learners tended to use appropriate marketing terminology to justify their aims and objectives and to analyse their research, drawing on unit content from the specification. In these cases, learners achieved either three or four marks.

Underperformance on this assessment focus is becoming increasingly rare, but tends to relate to learners lacking a clear structure to their work – for example analysing part of their research, then including their aims and objectives before covering more of their research. The most common reason that learners are limited in the marks gained on this assessment focus is by not using marketing terminology.

## 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 a company organising pop up cinema events
- The provision of a rationale for the proposed aims and objectives.

A large proportion of learners still produce generic aims and objectives for this assessment focus. Many learners simply suggested that the business should “increase market share” or “make more profit” during this series. Aims and objectives should be based on the information provided in the Part A and B documents. In this case, learners were advised to focus on a campaign which aims to maximise revenue.

Where learners focussed on writing justified SMART objectives to support these aims they tended to be more likely to achieve a mark in band three or four. The difference between a piece of work earning a mark in band two (for a generic SMART objective) and a piece of work in mark band four was often down to the quality of the justification that learners provided. In order to ensure that aims and objectives were in context, learners should have identified several key pieces of information in the Part B document:

- A small business
- A firm targets a specific niche market which has potential to reach a wider audience
- A modest marketing budget of £45,000
- A campaign lasting 26 weeks

The best pieces of work focussed on examples based on the material provided in the Part B document, suggesting that the business could set a specific target for revenue from ticket sales and another target for revenue from sales of add-ons such as food and seating.

Some learners made good use of the data provided in the case study to justify their suggested objectives – for example, calculating the amount of revenue possible from ticket sales per screening to use as a basis for setting a target for revenue for each screening.



In this example, the learner was given **4 marks**.

Marketing Aims and Objectives

Steve wants to maximise revenues to do so he has to make target which he can do to track his progress. One target would be increasing cash inflow by 20% in the first 3 months. This should be achievable as since his business is doing well, stakeholder and shareholders may invest into the business giving him a larger cash flow, he can measure this by checking how much money the business was getting in the first month compared to the third month. A second target would be increasing social media followers on Facebook by 25% in 2 months. This should be easy for Steve to do as it is easy to gain followers on social media and if he promotes his social media it should be achievable. He can measure this by comparing his social media followers on Facebook with 2 months difference. A third target for Steve can be increasing his ticket sales by 50% from the first month of opening his pop-up cinema to three months after, he can measure this target by looking at his ticket sales in the first month compared to three months after. A final target for Steve is to increase the number of responses he gets on Facebook by 10% each month, he can measure this by checking how many responses he got the month before to now.

This work was placed at the **top of mark band 2** because the learner has suggested appropriate SMART objectives but has not provided any meaningful justification of those objectives. For example, suggesting that a target of a 20% increase in cash inflows is achievable because “the business is doing well” is insufficient to move the work into mark band 3. This is because the comment is generic and does not relate specifically to the case study business, nor does it provide any explanation as to how the business is “doing well” and how this might make an increase in cash inflows an appropriate target.

This example is an extract from a piece of work that was given **7 marks** for AF2:

AF2

The objectives for the second aim have been chosen as offering sales promotions such as discounts and loyalty cards can help make loyal customers and help to spread the words to others about the business. Since they want to increase revenue during August and early September this is peak holiday time. By offering promotions and discounts this will be more likely to increase the chance of people buying tickets since prices will be lowered. Using traditional advertising methods may help to get more eye fall on the business and help to raise awareness. Since they have only used Facebook and online in the past this method can help to provide a new way to increase awareness therefore attracting more customers. Using different platforms such as Twitter may reach a different audience that hasn't been reached through Facebook. Generally the older market tend to use Facebook however making use of Twitter and Instagram can help to reach the younger audience and increase awareness this way.

AF2

1

In this piece of work the learner has provided two relevant marketing aims and for each aim they have proposed two appropriate SMART objectives. Following the aims and objectives, the learner has written a justification for each target, providing a short paragraph showing why each objective is appropriate. In this case, the work did not quite reach the top of mark band 4 because the

justifications provided were slightly generic – for example, in the extract above they talk about the importance of attracting customers during the peak screening season using lower prices and different forms of advertising – but do not show clearly why this might be relevant in context – e.g. competition from other forms of seasonal entertainment/holiday products.

## 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 pop up cinema
- Learners analysed some or all of their research data
- Learners had considered the validity and reliability of their research data

Many learners are still achieving marks in bands one and two for this assessment focus because, while they are able to find data from a range of sources, they are not always able to:

- Analyse this data
- Distinguish between data that is relevant to context and that which is not

This is exemplified in this extract which shows a response that reports findings from a range of secondary sources without making any comment about the implications of these points for the marketing of Starlight Classics:

**Target market:**

The target market is aged 25-35, and 70% are Women. It is also for a higher social economic bracket.

However the Target audience 1980s and the 2000s according to <https://core.ac.uk/download/pdf/33985574.pdf>

Form my research <https://core.ac.uk/download/pdf/33985574.pdf> I found out that 45+ is one of the biggest in the cinema industry. Cinemas with films such as The Best Exotic Marigold Hotel with more mature characters and strong storylines aimed at a multi-generational market.”

People with different ages want popcorn, comedy and thrills for the age group of teenage audience however the contrasting with a bar drink and a quality film for 40+ year old adult according to <https://www.independentcinemaoffice.org.uk>

The work in this example was placed into **mark band two** because, while it uses a range of sources, not all of them are relevant (e.g. the core.ac.uk article at the start of the extract relates to pop up retail stores and is largely irrelevant to this case study), and the remainder of the work simply copies facts and figures from the sources – although there is an attempt to analyse this data by making comparisons between the differing needs of different age groups in the last paragraph, this is not sufficient to move the work into a higher mark band.

A large number of learners showed evidence of having carried out primary research during this series, but as with their secondary data, while they reported findings (e.g. x% of people surveyed would visit a pop up cinema), they were not able to analyse this data and thus were limited to achieving marks in bands one and two.

In this example, this learner has been awarded a mark at the **top of mark band 3** for this assessment focus because, in addition to reporting the findings from their primary research they have also undertaken some simple analysis to show what the data means for the business:

**Q3** – 50 people would spend £5-10 on tickets for the event whereas 15 people would spend £11-16 and 15 people would spend £17-21 and 20 people were willing to pay more in the £22-26 range. Starlight Classics needs to take this into account as their current entrance price is £10. This may need to be lowered to cater to the target market as if they are not willing to pay this price then it will not help to increase revenue for the business.

**Q4** – 50% said that they would pay £100- 200 to host an event. 50% also would pay £300-400 depending on what is available i.e. incentives from the company. If Starlight Classics can offer incentives and offers that have been mentioned in the objectives this can help to meet both aims as people will want to buy tickets and hold events. It will increase awareness as more people will want to do so and by word of mouth this can attract more customers. **AF3**

**Q5**- 25 people would expect to see action films at pop up events, 50 people would expect to see classics and 25 people would expect to see comedy. Starlight Classics needs to consider this because they currently only do cult classics. If they widen the range of films that are shown and offer action and comedy then this will help to reach the target market and increase revenue.

**AF3**

2

## 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

The content for Unit 2 identifies SWOT and PESTLE as analytical tools. In this series, most learners used both of these models with relatively few learners using other models such as the product life cycle or five forces.

A large number of learners tend to place data into these analytical models, normally as a series of bullet points. This limits the marks available to them to **mark band 2**. This is exemplified in this extract from a piece of work that was given **4 marks**:

Swot:

**SWOT:** internal factors are making his business stand out or that can be potentially limiting.

Strengths:

- Good reputation among customers
- Having good quality films for people to watch

Weaknesses:

- Not enough space for people to go and watch the films
- It may be noisy so people may not be able to hear the film

Opportunities

- An unfulfilled customer needs
- Are there trends that will encourage customers to buy the tickets

Threats:

- Different competitors
- Future developments in technology(Netflix)

In order to move into higher mark bands, it is necessary to take the points covered in these analytical models and to make judgements. This can be done in a number of ways. A particularly effective approach is often to comment on the likely impact of the different factors – for instance, if something is a threat, how significant is it? Can it be overcome by marketing activity such as running a promotional campaign?

Learners can either do their evaluation in a conclusion at the end of this section of the work or can “evaluate as they go”. This approach is exemplified in this extract from a piece of work that was placed in **mark band 4**:

**Political** – due to the recent changes being introduced and discussed as a result of BREXIT there may be issues concerning how accessible some films are e.g. obtaining the licence to screen foreign films may become more difficult and this reduces the range of films that are available to be shown to audiences. In addition to this, censorship within the media and entertainment has increased due to decisions made by the British Board that are in charge of Film and this affects the revenues of pop-up cinemas as some restrictions may mean that the age range a certain film can be screened to is limited and the business loses out on potential revenues.

In this case, the learner has highlighted two issues – the impact of Brexit on trade and censorship. They have then made a judgement about how these factors are likely to affect Starlight Classics. The work was placed at the **bottom of mark band 4** because the quality and contextual relevance of the judgements made was not consistent throughout the work.

## Assessment Focus Five: The Marketing Mix

This assessment focus required learners to consider:

- How the 7P extended marketing mix could be applied to the marketing of pop up cinemas
- An appropriate marketing message for a marketing campaign run by a pop up cinema company that has been established for a number of years
- A selection of appropriate media for the marketing campaign.

The majority of learners continue to produce a 7P marketing mix for this assessment focus. More learners appear to be giving more time to this assessment focus, with more detailed work being produced, however, this is often still largely generic, limiting learners to marks in bands one and two.

One particularly common mistake made by learners in this series has been to confuse Place within the marketing mix as the physical location of the business. A small minority of learners were able to correctly explain that the business would need distribution channels for the tickets to their events, mostly suggesting that this be done online via a website or using third party ticketing agencies.

In this example, a learner was given **5 marks**, near the **top of mark band one** for producing a marketing that lacked both detail and contextualisation:

### Promotion:

Use social media such as poster and billboards and also send it via email. Also use a website similar to Eventbrite so that people can buy their online tickets which SC has done. SC should use AIDA so they can grab customer's attention. SC should also use the immersive experience to grab the interest of customers. SC should use the marketing message and also the promotion so that the customers want to

While many learners mentioned that social media would be an appropriate method of promotion for this type of business, few learners went beyond talking about the age profile of users of networks such as Facebook, Instagram and Tik Tok. Where learners did discuss how Starlight Classics might use specific methods of promotion, they tended to achieve marks in band 4. For example, a number of learners noted that short videos of events could be easily shared via networks such as Facebook and Instagram, highlighting the atmosphere at Starlight Classics events in order to engage customers.

In this example from a piece of work that was placed into **mark band 4**, the learner has considered why specific attributes would be useful for staff at Starlight Classics events:

**People** – the staff that will be providing these services to the customers are employed on short term contracts to run the events and the people that are employed for these events must have strong customer service skills and have had experience within a similar industry and it is important that they are friendly and helpful with customers. They must also have a passion for films and be knowledgeable regarding a wide variety of film genres and be aware of the screening scheduling so they're able to practise their personal promotional skills and recommend future screenings that would be suitable for various customers. They will also be all dressed in the same uniform that is yellow and blue which are complimentary colours and will allow the customers to easily identify the staff as they are wearing the colours of the business. They will also be provided with the adequate training to show off their sales skills as they must encourage customers to buy the additional services such as food, blankets or even offer them the 'VIP package for future screenings.

Noting that staff must have product knowledge and how it can be used to boost revenue was adequate contextualisation to move the work into mark band 4. A lack of detail in this and other elements of the marketing mix kept the work at the bottom of mark band 4. For example, this section could have been improved by noting why it is important to be able to easily identify staff at events. In this example, the learner could have also linked the last point in the paragraph to the overall goal of the business – to increase revenue – this would have contributed to their marks for assessment focus 2.



## Assessment Focus Six: Budget

This assessment focus requires learners to demonstrate a detailed understanding of the costs of all aspects of their proposed marketing activity in context.

Many learners are able to identify costs associated with a marketing campaign, allowing them to access marks in bands one and two however, relatively few learners are actually producing a detailed budget for a marketing campaign.

In this example, a learner was awarded **two marks** for showing some awareness of how much different forms of advertising cost:

Budget table:

Guerrilla Marketing	£400
Facebook Ads	Every time Facebook publishes it will cost £1.61
Billboards	£200 per week for a standard 48-sheet hoarding.  Busy high street/ bus stop £300 for two weeks

However, they did not show any understanding of any associated costs, nor did they use this information to show how much each aspect of their campaign would cost overall, limiting this work to the top of mark band one.

In this example, the learner has been given a mark at the **top of mark band two**:

Bus stop £300	56weeks = 16800	£16800
Social media £0	£0	£0
Posters £12	200posters = £2400	£2400
Billboards £200	120	£24000

This is because they have shown the cost of each marketing activity and how many times they intend to use them, allowing them to calculate an overall cost for each marketing activity.

This extract is from a budget that was placed into **mark band 4**.

**Costs:**

- Facebook event: £0 but cost for employee to set up the event (average £8 an hour) per event (2 hours) There will be 45 screenings at each venue which will be a total of 135 screenings. Therefore, the total cost for the Facebook events will be = **£2,160**
- Facebook advert: average of 78p per click (primary research majority found about the event from social media) 100 clicks per event = £78. Therefore, the total cost for the Facebook advert will be = **£10,530**
- Loyalty scheme: <sup>27</sup> £12 for 100, £15 for 250, £18 for 500, £23 for 1000 loyalty cards to be printed (every 5 purchases you get upgraded to: free chair, free drink, free popcorn) will cost the company £5 per person. Total = **£5,023** for 1000
- Banners: £26.52 for legally being able to have to banner<sup>28</sup>, Cost of banner (4m by 1m) £58 total for 3 per event = **£10,827.60**
- Radio advert: approximately £2 per thousand listeners at one time<sup>29</sup> and £500 to £1000<sup>30</sup> for the production of the advert. Total for 2million listeners = **£1040**
- Mailing lists from previous customers: £0 but cost for employee to send the email (average £8 an hour) total = **£1080**

In this example, the learner has considered the cost of a number of different marketing activities and has considered a number of associated costs – for example, they have shown the cost of producing a radio advert and of having it broadcast; furthermore, they have estimated the cost of having employees complete tasks such as updating social media.

This is an excellent, detailed piece of work which is closely linked to the marketing mix proposed by this learner.

## Assessment Focus Seven: Timescale

For this assessment focus, learners are required to produce a timescale that is realistic in the context of their plan.

Many learners do not access higher mark bands on this assessment focus because they have not produced a timescale that is clearly related to their proposed marketing campaign. The use of a Gantt chart style form of presentation is still common, but in many cases, does not lead to achievement of higher mark bands because it has simply been colour in and bears little relationship to the marketing mix that they have proposed.

In this example, the learner achieved a mark in **mark band 3** because their timescale was closely related to the marketing mix that they had proposed:

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Facebook events						
Facebook adverts						
Loyalty scheme						
Banners in public places						
Publicity: online, radio etc.						
Mailing lists form previous customers						

This could have been improved slightly to achieve mark band 4 by breaking down each of the items in the table to show the steps involved in carrying out each task.

## Assessment Focus Eight: Presentation

For this assessment focus, learners needed to produce a piece of work that has:

- A professional format
- No major errors in communication
- Use of appropriate marketing terminology

This assessment focus relates to work produced in Activity 2.

Most learners were able to gain a mark in mark band three or four for this assessment focus. These learners provided a clear structure to their work by focussing on a specific element of the marketing mix for each paragraph, before presenting budgets and timescales in tables.

The main weakness of work in relation to this assessment focus was the lack of marketing terminology. Many learners do not use terminology from the specification when completing this task. For example, weaker pieces of work tend to use the terms marketing, promotion and advertising interchangeably.

## Summary

Based on the performance of learners during this series, centres should consider the following when preparing future exam series:

- Learners should be given the opportunity to practice writing SMART aims and objectives which are linked to the Part B scenario, using data to justify them, in order to move into mark bands 3 and 4.
- Learners should be encouraged to be selective in the data that they use. Their focus should be on analysing the data - in other words, don't just list competitors' prices, explain what that means in relation to the prices set by our business, in relation to changes in the disposable income of consumers, etc.
- Learners should bear in mind that while they need to use two or more analytical models for assessment focus 4, but there is little to be gained from adding extra models unless they are used as the basis for some kind of evaluation. Learners should be encouraged to practice the following approaches to evaluating their data:
  - Evaluate as you go - e.g. "Based on this strength we should do..... Because....."  
Or
  - Write a conclusion - e.g. "Based on the SWOT and PESTLE analysis I must do the following in my campaign..."
- Learners should understand the theory underpinning each of the 7 P's and should practice linking them to context. E.g. Place is about distribution channels, not the actual location of the business. People is about the staff that work for the business and how they interact with customers, not about the target market.
  - Learners wanting to get into mark band 4 should cover each P in detail - e.g. "Price - for Starlight Classics, a lot of learners who achieved mark band 4 for the marketing mix looked at the price set by the business (£10 a ticket) and talked about competitive pricing - suggesting that this didn't fit the immersive experience being offered and that it was better to move to a premium pricing strategy for customers wanting luxury packages. They then showed how this might work - e.g. Stratified prices - premium tickets with a higher level of service, vs cheaper tickets with little to no service level - this was also well linked to the other 7P's."
- Learners should practice producing budgets that show how much money will be spent in each month of their campaign on each type of marketing activity (research, promotion) which will move the work into bands 3 and 4.

- Learners should be reminded that they don't need to give any justification of how much they are spending or why (that is, in effect, what they should have done in their marketing mix), they simply need to show how much money will go out (and potentially, how much will come in) each month. (e.g. "Enough data was provided in Part B this time to produce a revenue budget. For the events...")
- Timescale must relate to the marketing mix proposed in assessment focus 5 - simply colouring in boxes in a table as a GANTT chart is likely to be mark band 2. Timescale should be realistic in context – in other words, they should be based on the proposed marketing mix.

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