

L3 Lead Examiner Report 2001

January 2020

L3 Qualification in Business/Enterprise and Entrepreneurship

31489H – Unit 2: Developing A Marketing
Campaign

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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.

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Variations in external assessments

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31489H – Unit 2: Developing a Marketing Campaign

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	12	25	39	54

Introduction

This was the sixth sitting of this unit. In this series, the Part A pre-release element of this assessment required learners to investigate the market for Escape Rooms 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. The majority of learners were able to obtain data from a number of sources.

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, when producing a budget for assessment focus 6, students might draw on knowledge that they have acquired from studying unit 3 – Personal and Business Finance.

Many learners continue to struggle 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 still only demonstrated by a minority of learners.

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 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 One and Two as separate files. This is incorrect. When submitting work electronically, work should be submitted as a single document.

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 administration guide for this unit which is available on the BTEC subject pages or in the unit 2 assessment administration guide, 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 around 11,000 learners was assessed during this window, with learners achieving the full range of marks from 0 to 70. The standard of work in this series was largely consistent with previous windows, although the average mark achieved by learners decreased slightly, reflecting a slight reduction in the ability profile of learners taking this using during this series.

Learners appear to be managing their time better when sitting this unit now, with incidents of incomplete work being submitted becoming increasingly rare. Most learners also appear to be managing their time better, producing more material for activity 2.

Learners have again been able to find a relatively large amount of data for the theme for this paper. Escape rooms appears to have been an engaging topic and many learners have proposed a range of creative campaign ideas. The best pieces of work appear to have used research from a range of sources rather than simply focussing on a single research blog.

Learners continue to use data badly when completing activity 1. Too many learners simply repeat facts that they have found in their research without undertaking any analysis or making any evaluation. Being able to draw links between research data and the type of marketing activities that might be appropriate for a specific business is essential part of gaining higher marks in activity 1, but too few learners are able to do this, choosing instead to simply list facts and make simplistic comments such as “high inflation is bad” which do not demonstrate the depth of knowledge and understanding in context that is needed to access higher mark bands.

Year 13 learners have continued to outperform year 12 students on this paper in most centres. This is likely to be because this is a synoptic paper which gives learners a chance to use knowledge and understanding gained from a wide range of other units. Where learners have had additional time to study topics related to marketing, they are, in many cases, able to use that deeper knowledge to produce more sophisticated analysis of the different topics in this paper. Despite this, year 12 students still account for a relatively high proportion of entries.

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

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.

Most learners tend to achieve either 3 or 4 marks for this assessment focus. It is relatively rare to get lower marks on this aspect of the work. Where learners do underperform it tends to be because their work is not well structured for example, it does not deal with different issues in a logical order and because it does not use technical vocabulary. A minority of learners do not use business terminology – for example, using money interchangeably to refer to profit, costs and/or revenue.

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.

Learners are increasingly presenting relevant aims and objectives but are not always giving a justification for those aims and objectives. A common mistake, although one that occurs less now than in previous series, is for learners to explain why their objective is SMART rather than explaining why it is appropriate in the context of a business that:

- has one physical location
- has plans to expand
- has a core management team and a group of staff on zero hours contracts
- operates in a rapidly growing, highly competitive market
- operates in a market where brand licensing is becoming increasingly common

In this example, the learner was awarded 5 marks, because they have:

- Written appropriate SMART objectives
- Provided a simple justification for each objective

Marketing Aims and Objectives –

Firstly, it is stated that the business owner wants to expand their business. The aims are the short term goals for the business whereas, for example, an objective is to be achieved over a longer period of time where in this case it would be at the end of the 52 week campaign. A good aim for the company is to increase number of tickets sold by 15% in the next two weeks as this is very achievable for the business with the right promotion methods and it has a long enough timescale for the aim to be met. Another aim for the business could be to social media followers by 10% in a month. Resources like Instagram and Facebook are useful ways for advertisement, therefore an increase in followers would result in more tickets sold. An increase of 10% in a month is very achievable for the company if they are regularly posting an updating and the time frame given is long enough for them to achieve this. Then, an objective for the business could be to double the amount of tickets sold in the year that the 52 weeks of the campaign takes place in compared to the year before because it is a very long term goal and is achievable due to the fact that they are a small business that don't get many customers compared to the bigger escape room businesses so if they were to expand then they could easily achieve this objective. Also give the time frame of a year makes the objective much more achievable as they have a lot of time to do so.

This piece of work could have gained a higher mark if the learner had provided a more detailed justification with a stronger link to the context of the escape room business.

In this example, the learner was awarded 8 marks because they provided three relevant SMART objectives, each of which had been accompanied by some justification which was relevant to context.

Activity 1

Marketing aims and objectives

CAER should aim to increase their social media awareness by 50% within the next 5 months. By increasing their awareness via social media, this gives the potential of CAER to gain recognition outside of the UK and gain attention from further people within the UK who may not be aware of the business currently. This is achievable for CAER due to the rapid growth of social media usage and a wide audience can be reached with the information they are providing. Also the rapid growth of the escape room market will help this as a wider audience can be increased due to the increase in customer interest of escape rooms.

Adding an additional 3 rooms to CAER within 2 years should be an aim that should look to be achieved. This will benefit customer retention as customers may have already experienced each room available within CAER and may transfer themselves to another business to experience other types of escape rooms. Adding 3 additional rooms will keep customers loyal further so that they continue to be attracted to experience new rooms on offer. This will help with the growth of the business as they are expanding on the experiences on offer further, so more of different types of customers are interested.

CAER can also aim to increase sales by 30% within 6 months. This would be an efficient way of measuring the growth of the business to see if new customers are taking part within their escape rooms and if customer retention is still there. This is achievable for CAER due to the rapid growth within the market as there are increases in escape rooms every, evidently showing the increase in popularity of escape rooms.

In a number of cases in this series, learners have written their objectives at the end of their work for activity 1, summarising some of their research as a way to justify their objectives. This is a good approach and learners using this technique often gained marks in higher mark bands as a result.

Assessment Focus Three: Research and Analysis of Marketing Information

Work for this assessment focus requires learners to address a number of different points:

- reference to the case study data in the part B task brief
- evidence of intended research into the market for escape rooms
- analysis of some or all of the research data
- consideration of the validity and reliability of the research data

More learners are now getting marks in mark bands three and four for this assessment focus because they are tending to focus on a more detailed analysis of a smaller range of sources of data.

Learners are also tending to be more selective in the data that they choose. Fewer cases have been seen of learners simply regurgitating large amounts of material without undertaking any analysis.

In this example, the learner was awarded 6 marks overall – the top of mark band 2. This is because, in this case, the learner has provided a lot of facts and figures from different sources, but has only provided very limited analysis of any of that data.

Market Information of escape rooms: Size and Structure

The UK has 1,139 different individual escape rooms, operating within 450 distinct venues across over 300 escape room businesses. The UK's escape room market has an estimated value of around £53 million in turnover every year. The market for escape rooms in England is growing at an increasingly fast rate. In 2013, there were seven escape rooms in the entirety of the UK, and at the end of 2018 there were just below 1,200 in total. From 2013-2018 the UK market for escape rooms grew at a rate of 147%, seeing a 40% increase from 2017-2018 in total. There are approximately 900 different themes of escape rooms in the UK, including the licencing for newer themes such as Doctor Who and Sherlock Holmes. 25% of players of escape room, are corporate companies who organise team bonding for their employees. The average cost of an escape room in the UK is £60 per person, although discounts are often given for large groups or for corporate team building events. Escape rooms are a seriously rapidly growing market, with a significant increase year on year. In July 2019, it reached its peak growth in the United Kingdom with 3.5 million people per year, double counting some people.

This approach was common throughout their work for activity and their approach to this aspect of the assessment did not change. The work was placed at the top of the mark band because, at the end of the research section, they included a reference to the validity and reliability of their data.

This work could have been improved in order to achieve a mark in band three or four by taking some or all of these points about the market for escape rooms and commenting on how it might influence the marketing campaign for cryptic adventures. For example, the point about the growth in popularity of escape rooms using licenced intellectual property (e.g. Dr Who or Sherlock) was discussed by a large number of learners who achieved a merit of a distinction. They tended to discuss the fact that this might influence the product element of the marketing mix, but that it could be expensive because of the costs of purchasing those licences.

In this example, the learner was able to gain a mark at the bottom of mark band 4, earning 10 marks. In this example, the learner has made selective use of data from a range of sources and has analysed each piece of data to some extent.

My research of the market has shown that in the UK there are over 1500 rooms within 288 companies that are spread across 415 venues. With this being a 40% increase over 2018 estimates. This shows that the market itself is relatively small in the UK but is fast growing and is shown by a 27% increase in market size in the past year. Not only is the escape room market increasing, but also the experiential leisure market is a fast-growing segment of the UK. With the UK market size estimated to be between £50-80 million. There is an estimated 3.5 million people coming through escape room doors every year in the UK. Escape designed games now accounts for 10% of the UK's entertainment market. My research also shows that people mostly will not return to the same escape room more than once, this is because they already know how to escape and will only return if they want to beat their time. So in order for a business to be successful it has to have multiple rooms so people have choice, but also it has to be located in an area that is either easy to get to, or has lots of people in it.

My research has also shown that there is a large competition with the ten largest operators having around 25% market share (approximately 400 rooms). If the business wants to succeed in increasing their market share and revenues they will not only need to ensure that they focus on their target markets but also that they significantly re-invest in the quality and immersive experience in room and game design as demand becomes more mainstream. Cryptic Adventure Escape Rooms will also need to ensure that they invest money in building and refurbishing rooms as a trend in theatre-set design standards has started to show in customer expectation. Not only is innovation key, but investing in escape rooms is crucial to stay ahead of the fierce competition.

This work was not placed at the top of mark band 4 because the learner had not included any reference to the validity and reliability of their work and because they had not consistently analysed their data in detail – had all of their research been analysed to the standard in this example, they would have moved further up mark band 4.

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

Most learners have used the SWOT and PESTLE models of situational analysis during this series. The use of five forces analysis has been relatively rare in this series, although an increasing number of learners are now including an analysis of the product life cycle, either in addition to SWOT and PESTLE or instead of one of these tools.

More learners are now gaining marks in bands 3 and 4 for this assessment focus because they are producing work which places relevant data into the appropriate section of their chosen analytical models and they are then making supported judgements based on that data.

In this example, a learner was given a mark at the bottom of mark band three because they were able to make simple judgements based on relevant data within each section of their chosen analytical tools.

Weakness

Innovation - It is essential that rooms are innovated to ensure customers return and don't experience the same thing they have before. This is however costly to Cryptic Adventures as restoration of rooms has a significant impact on costs of the business.

Brand Identity – Upon looking at another example of a campaign, Improbable Escapes state that it is “more about the experience rather than remembering the brand”. This makes it hard for Cryptic Adventures to gain a loyal customer following and therefore lead to a low amount of returning customers if they do not enjoy the experience. Primary research shows that when 88 students were asked 86% admitted that they are more likely to return to an escape room based on their experience and not on the brand or company.

Improbable Escapes marketing campaign

This work was awarded 8 marks – the top of mark band 3. This example demonstrates an important point -that learners do not need to include large amounts of data under the headings in their analytical models, but they do need to make judgements that are supported by that data. For example, in this case,

the learner has used both primary and secondary data to support their judgement about the importance of an experience to the marketing of an escape room. This might have been improved and moved into mark band 4 if the learner had been able to use the data to justify their judgements with greater clarity for example, by showing why their market research data indicated that respondents would be more likely to return to a business that provided an experience.

In this example, the learner gained 10 marks, the top of mark band 4 for this assessment focus. This is because they made clear judgements that were well supported by evidence.

Weaknesses:

Small management team-

This is a weakness for cryptic adventure escape rooms as if there was a large number of customers making complaints or where looking to book or that the business was looking to expand more by promotions, this can have a negative effect on the business as this means that a large amount of stress is going to be placed on a small group of people. This can also effect the businesses promotion as the management group may become stuck of way to promote the business so that it is aimed at different types of potential customers.

One location-

This is a weakness as it means that cryptic adventure escape rooms is only confined to one location meaning they are not getting the exposure they need to help develop their business, this can mean they have a low number in customers and lose out on gaining any new potential customers, this can lead to a decrease in profit which will also decrease their businesses development and ability to promote their business.

The systematic approach taken by this learner helps to make their judgements clear. One piece of evidence is assessed, this is linked to the impact that the factor will have on the marketing mix and then the learner moves on to a new factor.

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 escape rooms
- An appropriate marketing message for a marketing campaign run by an Business that is looking to expand
- A selection of appropriate media for the marketing campaign.

Most learners now tend to produce a 7P marketing mix, and the marketing mixes produced are more likely to be contextualised. Contextualisation is an essential part of the work for this assessment focus. Unless the majority of the 7P's are in context to some extent. Learners cannot be awarded marks in bands 3 or 4.

A significant majority of learners still lose marks for this assessment focus because they appear to have significant gaps in their knowledge of the marketing mix. For example, a surprising number of learners still refer to business location instead of distribution channels when considering place. A relatively large number of learners write about the target market for the business under people instead of talking about the employees of the business and the service that they provide to customers.

Many learners are not including a marketing message or they are providing a slogan or strapline instead of a marketing message.

Where learners gained higher marks, they tended to produce a detailed 7P marketing mix where each P was explicitly linked to the context of a small but growing escape room, and learners tended to link the choices that they made in their marketing mix to the target market that they had selected. Furthermore, the best pieces of work, especially those gaining marks in mark band 4, tended to propose an appropriate marketing message that they then linked to each P in their marketing mix.

In this example, the learner was awarded marks in mark band 3, because they contextualised each of the P's in their marketing mix, but did not do so in sufficient detail to move up a mark band.

Price

The price of the room which cryptic adventures charge is £30 per person. Primary research amongst 1000 people who have participated in an escape room in the UK, shows that in a survey the price that a customer would be most willing to pay would be between £25 and £40, with £30 being the most individually voted for answer. This price means that cryptic escape room's customers are happy to pay for it, and so therefore it is the most appropriate to charge them. The price can also be changed for corporate team building events, as a discount could be offered in order to convince more companies to join. Corporate events take up 25% of people who participate in escape rooms so this is a huge demographic and market of people for cryptic escape rooms to target in order to attract more customers and increase revenue

AF5

In this case, the learner has shown the differential prices that are charged for different types of customer, but this could have been done in more detail. In order to move this work into mark band 4, it could be improved in a number of ways – it could be linked to the marketing message for the campaign, it could be linked to relevant pricing strategies or tactics, it could be linked to other relevant concepts such as price elasticity that are covered in other units (remembering that this is a synoptic unit).

In this example, the learner was awarded 17 marks, near the top of mark band 4. This was because all 7 P's in their marketing mix were covered in detail with clear links between the marketing mix and the objectives of the business.

However, for these type of products they must have a Unique Selling Point that will encourage customers within the market to visit Cryptic Adventures Escape Rooms compared to other competitors available in the market. The themes that are available at Cryptic Adventures Escape Rooms are appropriate for the market because it is clear to see through research, that themes regarding a challenge that vary from easy to difficult are appealing to customers and groups within the market, which means that there is no need for the business to change this. Although, an expansion to the various themes provided by Cryptic Adventures Escape Rooms would allow them to endeavour towards their given objective of expanding their business, increasing brand awareness and as a result attracting more customers.

A75

Cryptic Adventures Escape Rooms is a family-run business which is able to captivate family-friendly customers to their business as well as providing a themed package to customers. This is an important factor that will give the business an advantage over the competition if their competitors don't have this factor because it will ensure the business stands out compared to the competition because they will have a unique component within their business. Additionally, the product of the business is also displayed through merchandise range that will sweatshirts with a logo and photographs to various groups to keep as memorabilia. This could be a good opportunity for the business which could be utilised as a selling point for a business like Cryptic Adventures Escape Rooms and it could be an area to further expand upon so that the business increases their revenue which would lead to future expansion. As an example, themed T-shirts, mugs, key rings, water bottles etc.

A75

The product and promotion elements of the marketing mix in this work were produced in similar levels of detail with less coverage of the other 5 P's, but nonetheless, the material was still covered in detail.

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.

It is becoming increasingly common for learners to gain marks in mark band three by providing a breakdown of the different costs of their campaign in detail, reflecting the cost of producing promotional material as well as the costs of distributing those materials.

Learners are often gaining higher marks by using calculations to show how they have arrived at the figures in their budget, meeting the requirement of mark bands three and four for a detailed budget.

In this example, the learner was given a mark in mark band 2 for demonstrating an understanding of different costs. Although they had produced a simple budget, it was not sufficiently detailed to justify a higher mark.

1. Advertising on social media, e.g. Google and Facebook (Cost £9,000 to 10,000)

Costings:

- Customised advertisement for Cryptic Adventures Escape Rooms on the Google website for their customers to see could cost between £9,000 to £10,000.
- Facebook advertisements is free for the business to create and operate, along with an income to Cryptic Adventures Escape Rooms for every interaction with their advertisement that varies from £1 to £20.

2. Cinema advertising (£9,000)

- Advertisements in various cinema venues that will captivate the target market.
- Average cost of advertisement for 5 days in a venue is a £3,000. Therefore, expanding their advertisement to another 2 venues, such as Odeon and Cineworld would be a total of £9,000.

3. Local Newspaper (£3,990)

- Hosting an outside front cover on a local magazine within the area will cost the business a price of £1,995. As a result, Cryptic Adventures Escape Rooms can create an inside front cover on a different local newspaper within the area for another cost of £1,995.

4. TV commercial (£3,000 to 4,000)

- Cryptic Adventures Escape Rooms creating an advertisement for a TV station when they have commercials in between breaks would be effective because they will be able to reach a large range of customers as well as their target market customers.

ATB

In this example, the learner was given 7 marks, bottom of mark band 4 for producing a budget that included some detail.

Budget

Budget=£25,000		
Advertising methods	Costs	Money left
1. Website (e-commerce)- Developed so that customers can purchase tickets online.	Development=£300 Domain=£100 per year Hosting £15 per month (x8) Content update=£25 per month (x8) =£720	=£24,280
2. Billboard- Large billboard located in busy town or city reading 'New Escape Rooms' to generate initial buzz.	Printing= £200 Placement=£200 per week (x16) =£3,400	=£20,880
3. Magazine ad- short, to the point column about new escape room business and what they have to offer.	Printing and distributing=£200 =£200	=£20,680
4. Radio advert- Regional advert as the business will eventually be placed all over the UK. Need to get known straight away.	Production= £800 Advert= £2,500 =£3,300	=£17,380
5. Social Media- variety of accounts on different applications.	Basic set up=£150 Monthly management= £250 per month (x11) =£2,900	=£14,480

AP/6

In this case, the learner did not achieve the top of mark band 4 because they did not cover their entire marketing campaign in their budget.

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 are limited to marks in band 2 for this assessment focus because they are simply producing a gantt chart style table where they shade in boxes with no apparent link to their marketing campaign. The best pieces of work, that achieve 4 marks, mark band 4, are producing a timescale that included start and end dates for different activities along with durations. These timescales are linked to their marketing campaign.

In this example, the learner has been given 2 marks, mark band 2 for a simplistic timescale that has little relationship to their campaign.

17/27
Timescale

	Months											
	1	2	3	4	5	6	7	8	9	10	11	12
App												
Creating a new room												
Launch Event												
Advertisement												

In this example, the learner has been awarded 4 marks for a detailed timescale where they have combined their gantt chart with additional detail that is provided alongside their media selection and budget.

In this example, the learner has combined three separate elements to gain 4 marks for their timescale – when they have written about their media selection, they have given start and end dates for each activity, this is combined with a gantt chart and a short paragraph that explains when specific activities will be run – for example during school holidays.

	Jan	Feb	Mar	Apr	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Radio	■			■			■			■	
Newspaper		■						■			
YouTube	■				■				■		
Instagram				■			■			■	
Facebook											
Digital consultant	■			■			■			■	

This Gantt chart shows the timescale of my promotion for 52 weeks so the Facebook and Instagram timings are in line with the digital consultant as they will be hired to promote and put the ads on the social media platforms. The promotion is done a month before a peak time for example April promotion will be getting ready for the summer holidays and then November for the Christmas break so that people can plan and book the times they need. In addition the radio is used more than the newspaper as university students are less likely to be reading the local newspaper than hearing the radio. Facebook got less of a budget as Instagram as adolescents use Instagram more and Facebook is more for the family so the market we are trying to gain are more likely to see Cryptic Adventures on Instagram than the others. Also YouTube is important as university students are likely to be watching videos to relax or educational tips or revision videos so they are more active on this therefore makes more sense to use that then paying for Google ads.

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 two.

The majority of learners were able to gain mark band three or four for this assessment focus. Most work is well structured and makes good use of marketing terminology throughout activity 2. Learners are able to use the language from the specification accurately and use a number of different methods to give their work structure such as subheadings and bullet points.

Where learners lose marks it tends to be through inaccurate use of technical terminology -most learners are able to use the headings from the part B brief to give their work structure, creating separate sections for the marketing mix, budget and timescale.

Summary

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

- Ensure accurate teaching of the marketing mix, particularly place, and the 3 p's of the extended marketing mix.
- Give learners opportunities to develop their analytical skills, encouraging them to work with seen and unseen case studies and helping them to practice the analysis of a range of different types of marketing data.
- Given the synoptic nature of this unit, relevant content should be highlighted throughout the course – for example SWOT and PESTLE factors when teaching unit 1 and budgets when teaching unit 3. This might help learners to bring relevant material from other units to bear when they are completing this unit.
- Model good approaches to the production of SWOT and PESTLE analysis, such as those exemplified in this report, so that learners are better able to use the data from these analytical tools in order to make judgements.
- Practice the production of a budget that uses data on the cost of specific marketing activities in order to fully cost a marketing campaign.
- Consider entering learners for this unit later – year 13 candidates normally perform better than year 12 candidates.

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