

Pearson BTEC Level 3 Nationals in Business

Unit 2: Developing a
Marketing Campaign



Sample Assessment Materials (SAMs)

For use with:

- *Certificate in Business*
- *Extended Certificate in Business*
- *Foundation Diploma in Business*
- *Diploma in Business*
- *Extended Diploma in Business*

First teaching from September 2016

Issue 1

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

All the material in this publication is copyright
© Pearson Education Limited 2015

Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

Business

Unit 2: Developing a Marketing Campaign

Part

A

Certificate/Extended Certificate/Foundation Diploma/
Diploma/Extended Diploma

**Sample assessment material for first teaching
September 2016**

Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** should be undertaken over approximately 6 hours across a period of 2 weeks as timetabled by Pearson.
- **Part A** may be given to learners as soon as it is received, so that learners can start the preparatory period in advance of the supervised assessment period.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** materials for the set task will be issued prior to the start of the supervised assessment period according to the guidance in the specification.



Paper reference

XXXX/XX

S50108A

©2015 Pearson Education Ltd.

1/1



PEARSON

Instructions to Teachers/Tutors

This paper must be read in conjunction with the unit information in the specification and the BTEC Nationals Information for Conducting External Assessments (ICEA) document. See the Pearson website for details.

Part A should be issued to learners two weeks prior to undertaking Part B of the assessment.

Learners will be expected to conduct research and can take up to six sides of A4 notes into the supervised assessment.

Research is expected to be carried out over approximately six hours of time.

Teachers/tutors cannot give any support to learners during the production of the notes and the work must be completed independently by the learner.

Centres are free to arrange the supervised assessment period how they wish provided the three hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

Refer carefully to the instructions in this taskbook and the Information for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Instructions for Learners

Read the set task information carefully.

This contains **Part A** of the information you need to prepare for the set task.

You will need to carry out your own preparatory work over the next two weeks.

You will then be given the set task to complete under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher may give guidance on when you can complete the preparation.

Your teacher cannot give you feedback during the preparatory period.

Set Task Brief

- You have been asked to prepare ideas for a marketing campaign for a small regional dairy business looking to diversify into producing high quality ice cream that will be sold through local outlets in the first instance.
- You are required to research the ice cream market independently prior to the supervised assessment window.
- You should research and analyse at least one marketing campaign related to the ice cream market and its associated costs.
- You will be allowed a maximum of six sides of A4 of your individually prepared notes to support you during the supervised assessment.
- You are expected to spend approximately six hours on this research.

Part A Set Task Information

The ice cream market

On average, each person in the UK eats nine litres of ice cream every year. This is just a quarter of what they eat in New Zealand, the world leaders, and less than almost every country in Europe. Even Finland, not known for its balmy summers, sells double this amount of ice cream.

Of the people in the UK who buy ice cream, 49% buy tubs, while ice cream sticks are bought by 51%, 35% love a cone, 31% buy lollies and 25% of people buy ice cream from vans.

The UK's ice cream market has grown by 20% in the past five years, and is now worth £1.1bn.

While many people are only aware of a handful of ice cream makers there are over 1000 in the UK producing a wide variety of flavours.

Specialist ice cream outlets and shops are fast becoming a niche market and appearing in many places across the UK.

Pearson BTEC Level 3 Nationals

Write your name here		Level 3
Surname	Forename	
Learner Registration Number	Centre Number	
<input type="text"/>	<input type="text"/>	
Business		Part B
Unit 2: Developing a Marketing Campaign		
Certificate/Extended Certificate/Foundation Diploma/ Diploma/Extended Diploma		Marks <input type="text"/>
Sample assessment material for first teaching September 2016		Supervised hours 3

Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** should be undertaken in 3 hours during the assessment period of 2 days timetabled by Pearson.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** should be kept securely until the start of the 3-hour supervised assessment period.

Information

- The total mark for this paper is 70.



Paper reference

XXXX/XX

S50131A

©2015 Pearson Education Ltd.

1/1



Instructions to Teachers/Tutors and/or Invigilators

This paper must be read in conjunction with the unit information in the specification and the BTEC Nationals Information for Conducting External Assessments (ICEA) document. See the Pearson website for details.

The set task should be carried out under supervised conditions.

Work should be completed in this taskbook.

All learner work must be completed independently and authenticated by the teacher/tutor and/or invigilator before being submitted to Pearson.

Centres are free to arrange the supervised assessment period how they wish provided the three hours for producing final outcomes are under the level of supervision specified in the period timetabled by Pearson, and in accordance with the conduct procedures.

Refer carefully to the instructions in this taskbook and the Information for Conducting External Assessments (ICEA) document to ensure that the assessment is supervised correctly. An authentication statement will be required confirming that learner work has been completed as directed.

Learners must not bring anything into the supervised environment or take anything out without your knowledge and approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security

- During supervised assessment periods, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- During any break materials must be kept securely.
- Any work learners produce under supervision must be kept secure.
- Any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

Outcomes for submission

One document will need to be submitted by each learner:

- ◊ A completed taskbook

A fully completed authentication sheet must be completed by each learner; the prepared notes do not need to be submitted with the final outcomes to Pearson.

Instructions for Learners

Read the set task information carefully.

Complete your work in this taskbook in the space provided.

You must plan your time accordingly and be prepared to submit all the required evidence by the date specified.

You will need to refer to any preparatory work from **Part A** to complete the set task in **Part B**.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for submission

You will need to submit one document on completion of the supervised assessment period:

- ◊ A completed taskbook.

A fully completed authentication sheet must also be completed; any prepared notes do not need to be submitted with the final outcomes to Pearson.

Set Task

You must complete ALL activities.

You will need to refer to the additional task information on the following pages and the notes of any preparatory work completed in **Part A**.

Activity 1

Prepare a rationale for **Rebecca's** artisan ice cream marketing campaign. This should include:

- marketing aims and objectives
- research data on the market and competition
- justification for your rationale.

Total for Activity 1 = 34 marks

Activity 2

Based on your rationale from Activity 1, develop a budgeted plan with a timescale for your marketing campaign. You need to present this in an appropriate format to Rebecca's Dairy.

Total for Activity 2 = 36 marks

END OF TASK

TOTAL FOR TASK = 70 MARKS

Part A Set Task Information

The ice cream market

On average, each person in the UK eats nine litres of ice cream every year. This is just a quarter of what they eat in New Zealand, the world leaders, and less than almost every country in Europe. Even Finland, not known for its balmy summers, sells double this amount of ice cream.

Of the people in the UK who buy ice cream, 49% buy tubs, while ice cream sticks are bought by 51%, 35% love a cone, 31% buy lollies and 25% of people buy ice cream from vans.

The UK's ice cream market has grown by 20% in the past five years, and is now worth £1.1bn.

While many people are only aware of a handful of ice cream makers there are over 1000 in the UK producing a wide variety of flavours.

Specialist ice cream outlets and shops are fast becoming a niche market and appearing in many places across the UK.

Part B Set Task Information

Diversification into the ice cream market

The following information relates to **Rebecca's Dairy**, a farm planning to diversify into the making of artisan ice cream. You are required to prepare **both** a rationale and a budgeted plan for a new marketing campaign for this business.

Rebecca's Dairy

Rebecca's Dairy is a working organic dairy farm that was started over 60 years ago in Cornwall.

The dairy herd has continued to grow and the business currently produces about 450,000 litres of organic milk annually. However, since last year, the business has been facing financial difficulties from falling milk prices, overproduction and increased competition together with the requirements of large milk buyers such as supermarkets and their impact on milk prices.

Because of its financial difficulties, the business is looking to diversify and is considering additionally producing and selling organic artisan ice cream, as this end of the market is the fastest growth area for ice cream.

Rebecca's initial plan is to use around 20% of current milk production for ice cream, moving to a higher percentage if the new product is successful. The business already has the physical and human resource capacity to switch production from milk to the new products and aims to market a limited

range of natural flavours in the first instance. The initial marketing budget for ice cream is set at £50 000 and there is scope to increase this if the campaign proves successful.

A neighbouring non-organic dairy farm is also considering diversifying into ice cream production. It currently produces in excess of 1 million litres of milk per year. If it decides to do this there may be an impact on **Rebecca's** plans.

What is artisan ice cream?

Quite simply, artisan ice cream is ice cream made by an artisan; a skilled craftsman. It also uses processes and machinery that need the 'human touch'. This may be choosing and mixing the ingredients or keeping a close eye on the freezing to make sure the ice cream is of the smoothest, highest quality possible. Artisan ice cream is not mass produced, it is a luxury product.

How is artisan ice cream made?

As well as the experience and skill of the artisan, great ice cream begins with great ingredients that include fresh whole milk, eggs, butter and cream that are blended together and whisked to make that light melt-in-the-mouth texture.

Complete your work in the space provided.

A large rectangular area containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Unit 2: Developing a Marketing Campaign – sample mark 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	Band 0	Band 1	Band 2	Band 3	Band 4
Structure	0	1	2	3	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 terminology. 	<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	Band 0	Band 1	Band 2	Band 3	Band 4
Marketing aims and objectives	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	Band 0	Band 1	Band 2	Band 3	Band 4
Research of and analysis of market information	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	Band 0	Band 1	Band 2	Band 3	Band 4
Justification	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 limited. 	<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 also be attempted. 	<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	Band 0	Band 1	Band 2	Band 3	Band 4
The marketing mix to include: Message Mix Media	0 No rewardable material.	1–6 <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. • A marketing message may be included but references to an appropriate marketing mix (from above) will be weak. • Coverage of media will be limited to generic ideas. • Any justification are limited and the extended mix is not considered. 	7–11 <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. • A marketing message will be included but references to an appropriate marketing mix (from above) may not be sustained. • Coverage of media will have some relevance to the context. • Imbalanced justifications are provided and may make reference to the extended mix. 	12–16 <ul style="list-style-type: none"> • The marketing mix presented covers most aspects in detail with illustration using 4Ps and applied in context. • Reference to extended marketing mix where applicable. • Most aspects of the marketing campaign will be covered in some detail, and in context with a clear marketing message. • Coverage of media is comprehensive and evidences selectivity relevant to the context. • Justifications are balanced and in context of extended mix. 	17–20 <ul style="list-style-type: none"> • The marketing mix presented, covers all aspects in detail with illustration using 4Ps and applied in context. • Reference to the extended marketing mix where applicable. • All aspects of the marketing campaign will be covered in detail and in context with a clear and considered marketing message. • Coverage of media is comprehensive and evidences selectivity relevant to the context. • Balanced for choices and in context of extended mix.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Budget	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	Band 0	Band 1	Band 2	Band 3	Band 4
Timescale	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	Band 0	Band 1	Band 2	Band 3	Band 4
Presentation	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. Contains no communication errors. Appropriate marketing terminology is used throughout.

For more information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828

Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121