

# Pearson BTEC Level 3 National in Business

Unit 2: Developing a  
Marketing Campaign



## Sample Assessment Materials (SAMs)

*For use with Certificate, Extended Certificate, Foundation  
Diploma, Diploma and Extended Diploma in Business*

*First teaching from September 2016*

Issue 3

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**Summary of Pearson BTEC Level 3 Nationals in Business Sample Assessment  
Materials for Unit 2: Developing a Marketing Campaign Issue 3 changes**

<b>Part B – Summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
The assessment window for Unit 2: Developing a Marketing Campaign has changed from a two-day period to a morning.	5 and 6

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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**Pearson BTEC Level 3 Nationals**

Write your name here		Level <b>3</b>
Surname	Forename	
<b>Business</b> Unit 2: Developing a Marketing Campaign		Part <b>A</b>
Certificate/Extended Certificate/Foundation Diploma/ Diploma/Extended Diploma <b>Sample assessment material for first teaching September 2016</b>		

**Instructions**

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** is given to learners two weeks before Part B is scheduled. Learners are advised to spend no more than 6 hours on Part A.
- **Part A** must be given to learners on the timetabled date so that learners can prepare in the way specified.
- **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 must be issued to learners during the period specified by Pearson.



**Paper reference**

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## 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.

Learners should undertake independent research on the context given in this Part A booklet.

Learners are expected to spend up to six hours in undertaking Part A.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some or all of the preparation.

Learners may prepare summary notes on their research findings. Learners may take up to six sides of A4 notes of this type into the supervised assessment (Part B). Learners' notes should include facts and figures relating to organisations, such as the products they offer and the ways they use the marketing mix in their promotional campaigns. Learners' notes should not include any analysis, evaluation or promotional plans.

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

The supervised assessment will take place in a timetabled period specified by Pearson. Centres should schedule all learners at the same time.

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 so that learners have completed their preparation validly and independently.

Teachers/tutors should note that learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.



## Instructions for Learners

Read the set task information carefully.

This contains the information you need to prepare for the set task.

In Part B you will be given a scenario. Use this Part A booklet to prepare by relating your learning to the specific information given.

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 are required to research the ice cream market independently prior to the supervised assessment.
- You should research and analyse at least one marketing campaign related to the ice cream market and its associated costs.
- In your preparation for Part B using this Part A booklet, you may prepare short notes to refer to when completing the set task, for example to give specific details or data. Your notes may be up to six A4 sides and may be hand-written or typed. Your notes should include facts and figures relating to organisations that produce or sell ice cream such as the products they offer and the ways they use the marketing mix in their promotional campaigns. Your notes should not include any analysis, evaluation or promotional plans.
- You are expected to spend up to six hours on this research.



**Pearson BTEC Level 3 Nationals**

Write your name here		Level <b>3</b>
Surname	Forename	
<b>Business</b> Unit 2: Developing a Marketing Campaign		Part <b>B</b>
Certificate/Extended Certificate/Foundation Diploma/ Diploma/Extended Diploma		Marks <b>3</b>
Sample assessment material for first teaching September 2016		Supervised hours <b>3</b>

**Instructions**

- **Part A** will need to have been used in preparation for completion of **Part B**.
- The **Part B** booklet must be issued to learners as defined by Pearson and should be kept securely.
- **Part B** materials must be issued to learners on the timetabled day and time and under the conditions specified 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.

**Information**

- The total mark for this paper is 70.



**Paper reference**

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## 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 Part B set task is undertaken under supervision in a single session of three hours in the timetabled day and time. Centres may schedule a supervised rest break during the session.

The Part B set task requires learners to apply research. Learners should bring in notes as defined in Part A. The teacher/invigilator needs to ensure that notes comply with requirements.

Work should be completed using a computer.

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

Refer carefully to the instructions in this taskbook and the Information for Conducting External Assessments (ICEA) document to ensure that the supervised period is conducted correctly and that learners submit evidence that is their own work.

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 period, 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.
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.

### **Outcomes for submission**

Two documents will need to be submitted by each learner:

- ◇ a rationale for a marketing campaign
- ◇ a budgeted plan for the campaign

Each learner must complete an authentication sheet.

### **Instructions for Learners**

Read the set task information carefully.

This session is 3 hours. Your tutor/invigilator will tell you if there is a supervised break. Plan your time carefully.

You have prepared for the set task given in this Part B booklet. Use your notes prepared during Part A if relevant. Attempt all of Part B.

Your notes must be your own work and will be retained by your centre until results are issued.

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 two documents on completion of the supervised assessment period:

- ◇ a rationale for a marketing campaign.
- ◇ a budgeted plan for the campaign.

You must complete a declaration that the work you submit is your own.

## 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 B 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.

### 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 craftsperson. 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.



# Unit 2: Developing a Marketing Campaign

## – Sample marking grid

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### 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

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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
<b>Structure</b>	<b>0</b> No rewardable material.	<b>1</b> • The rationale lacks structure, with isolated references to marketing principles and/or concepts. Uses generic marketing terminology of limited relevance.	<b>2</b> • The rationale has a basic structure and attempts to apply relevant marketing principles and/or concepts. Uses some relevant marketing terminology.	<b>3</b> • The rationale has a logical structure and applies a variety of relevant marketing principles and/or concepts. Uses relevant marketing terminology.	<b>4</b> • The rationale is well written and has a logical structure. Applies a variety of relevant marketing principles and concepts. Uses relevant marketing terminology.
	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>Marketing aims and objectives</b>	<b>0</b> No rewardable material.	<b>1-2</b> • Learners provide some marketing aims and objectives but there is little development/ explanation relevant to context.	<b>3-4</b> • Learners provide relevant marketing aims and objectives, with development/ explanation relevant to context.	<b>5-6</b> • Learners rationalise relevant marketing aims and objectives, with clear development/ analysis relevant to context.	<b>7-8</b> • There is comprehensive coverage of relevant rationalised marketing aims and objectives, with good development/ evaluation relevant to context.
	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Research of and analysis of market information	<p><b>0</b></p> <p>No rewardable material.</p>	<p><b>1-3</b></p> <ul style="list-style-type: none"> <li>Reference will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> </li> <li>but it will lack detail and relevance to the context.</li> <li>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.</li> <li>Analytical approach is limited and any conclusions provided are generic.</li> </ul>	<p><b>4-6</b></p> <ul style="list-style-type: none"> <li>Reference will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> </li> <li>but it will lack relevance to the context in places.</li> <li>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.</li> <li>Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places.</li> </ul>	<p><b>7-9</b></p> <ul style="list-style-type: none"> <li>References will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> </li> <li>which are relevant to the context.</li> <li>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.</li> <li>Detailed analytical approach leads to relevant and balanced conclusions.</li> </ul>	<p><b>10-12</b></p> <ul style="list-style-type: none"> <li>Sustained references will be made to the: <ul style="list-style-type: none"> <li>case study</li> <li>individual/independent research</li> <li>wider business market and competitors</li> </ul> </li> <li>which are entirely relevant to the context.</li> <li>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.</li> <li>Detailed analytical approach leads to entirely relevant and balanced conclusions.</li> </ul>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Justification	<p><b>0</b></p> <p>No rewardable material.</p>	<p><b>1-3</b></p> <ul style="list-style-type: none"> <li>Any evaluation will be limited to unsupported statements and opinions. Analytical tools are referenced but not utilised.</li> <li>Consideration of 'appropriateness' of the justification will be limited.</li> </ul>	<p><b>4-6</b></p> <ul style="list-style-type: none"> <li>An evaluation will be presented, following evidence of analytical tools being used.</li> <li>Consideration of 'appropriateness' of the justification will also be attempted.</li> </ul>	<p><b>7-8</b></p> <ul style="list-style-type: none"> <li>A variety of analytical tools may be used leading to a coherent justified evaluation.</li> <li>Appropriateness rationale has a logical structure and applies a variety of relevant marketing principles and/or concepts. Uses relevant marketing terminology.</li> </ul>	<p><b>9-10</b></p> <ul style="list-style-type: none"> <li>Different analytical tools are used leading to a coherent justified evaluation.</li> <li>Appropriateness will be fully addressed in the context of the additional scenario presented. Full use of marketing principles and of marketing terminology.</li> </ul>

### Mark Grid 2 – Activity 2 – The Marketing Campaign Plan

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<p><b>The marketing mix to include:</b></p> <p><b>Message</b></p> <p><b>Mix</b></p> <p><b>Media</b></p>	<p><b>0</b></p> <p>No rewardable material.</p>	<p><b>1–6</b></p> <ul style="list-style-type: none"> <li>An outline marketing mix will be presented which is generic and/or unrealistic in the context of the scenario.</li> <li>A marketing message may be included but references to an appropriate marketing mix (from above) will be weak.</li> <li>Coverage of media will be limited to generic ideas.</li> <li>Any justification are limited and the extended mix is not considered.</li> </ul>	<p><b>7–11</b></p> <ul style="list-style-type: none"> <li>A marketing mix will be presented covering most aspects which may occasionally be generic and/or unrealistic in the context of the scenario.</li> <li>A marketing message will be included but references to an appropriate marketing mix (from above) may not be sustained.</li> <li>Coverage of media will have some relevance to the context.</li> <li>Imbalanced justifications are provided and may make reference to the extended mix.</li> </ul>	<p><b>12–16</b></p> <ul style="list-style-type: none"> <li>The marketing mix presented covers most aspects in detail with illustration using 4Ps and applied in context.</li> <li>Reference to extended marketing mix where applicable.</li> <li>Most aspects of the marketing campaign will be covered in some detail, and in context with a clear marketing message.</li> <li>Coverage of media is comprehensive and evidences selectivity relevant to the context.</li> <li>Justifications are balanced and in context of extended mix.</li> </ul>	<p><b>17–20</b></p> <ul style="list-style-type: none"> <li>The marketing mix presented, covers all aspects in detail with illustration using 4Ps and applied in context.</li> <li>Reference to the extended marketing mix where applicable.</li> <li>All aspects of the marketing campaign will be covered in detail and in context with a clear and considered marketing message.</li> <li>Coverage of media is comprehensive and evidences selectivity relevant to the context.</li> <li>Balanced for choices and in context of extended mix.</li> </ul>

<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>Budget</b>	<b>0</b> No rewardable material.	<b>1-2</b> • Budget restricted to generic detail, with limited relevance to marketing activity in context.	<b>3-4</b> • Budget shows a basic understanding of costs for aspects of the marketing activity in context.	<b>5-6</b> • Budget used realistically demonstrating detailed understanding of most aspects of the marketing activity in context.	<b>7-8</b> • Budget used realistically with detailed understanding of the costs of all aspects of the marketing activity in context.
	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>Timescale</b>	<b>0</b> No rewardable material.	<b>1</b> • Timescale is unrealistic in the context of the plan.	<b>2</b> • Timescale is generally realistic in the context of the plan. May contain occasional lapses.	<b>3</b> • Timescale is realistic in the context of the plan.	<b>4</b> • Timescale is thorough and entirely realistic in the context of the plan.
	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Presentation</b>	<p><b>0</b></p> <p>No rewardable material.</p>	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Plan lacks professional format which leads to lack of clarity.</li> <li>Contains many communication errors.</li> <li>Contains few references to appropriate marketing terminology.</li> </ul>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Plan shows a clear but basic professional format.</li> <li>Contains occasional communication errors.</li> <li>Contains references to appropriate marketing terminology.</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Plan format is clear and looks professional.</li> <li>Contains few communication errors.</li> <li>Contains sustained references to appropriate marketing terminology.</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Plan has a professional format.</li> <li>Contains no communication errors.</li> <li>Appropriate marketing terminology is used throughout.</li> </ul>

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