



Mark Scheme

June 2022

BTEC Level 3 National in Business /
Enterprise and Entrepreneurship

Developing a Marketing Campaign (31489H)

Unit 2: Developing a Marketing Campaign – marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Mark grid 1 –Activity 1 – The Rationale

Assessment focus	Indicative content				
Structure	Evidence of a well written rationale: <ul style="list-style-type: none"> • Good use of language skills – e.g. vocabulary, sentences are coherent/flow. • Logical structure – work is divided into sections with separate points in separate paragraphs or as separate bullet points, use of headings to divide up material, content is placed into a logical order. • Use of marketing terminology – Marketing terms – either from the unit content or the candidate’s wider knowledge – are utilised accurately and where relevant. This occurs throughout the activity 1 work. 				
	Band 0	Band 1	Band 2	Band 3	Band 4
	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	Indicative content				
Marketing aims and objectives	<p>Learners may refer to marketing aims and objectives that are relevant to and realistic in the context of:</p> <ul style="list-style-type: none"> • A medium sized food box business that has farming roots • A clear focus on maintaining revenue and customer numbers • A focus on attracting more customers • A business which currently sells goods online • A highly competitive market which is dominated by larger brands • A large marketing budget of £150,000 (equivalent of around £2885 per week for the 52-week marketing campaign) • The need to focus on increasing social media use • A campaign of 52 weeks • Aims and objectives should relate to increasing promotional activities, maintaining revenue and continuing to maintain and grow the business but not significantly due to the aim to maintain quality. This could be accomplished in several ways but might include: <ul style="list-style-type: none"> ○ Drawing more followers to social media streams ○ Launching new online videos, cookery demonstrations or consumer interactions (hashtag, stories etc) ○ Partnerships with celebrities and chefs to help enhance the brand image ○ Focus on improving the loyalty and retention of customers. <p>Possible objectives might include:</p> <ul style="list-style-type: none"> • Achieve an increase of x% in social media following over the next x number of weeks • Achieve an increase of x% in new subscriptions by a given date • Achieve an increase of x% in the number of returning customers from group x by a given date <p>Aims and objectives should be accompanied by a rationale which illustrates the appropriateness of the objectives to the context of a food box business that has experienced growth. The rationale should show why it is relevant to/appropriate for this business and how it will support the businesses aim. This might be based on:</p> <ul style="list-style-type: none"> • The use of industry data to show why a specific level of sales is achievable • Statistics showing which demographic groups are most likely to purchase different types of food boxes or meal preparation products. <p>Links between the proposed objectives and the proposed marketing mix – e.g. if the business is planning to increase customer loyalty, this might be supported within the marketing mix as a loyalty based product, pricing strategy through promotional offers to specific customer groups.</p>				
Band 0	Band 1	Band 2	Band 3	Band 4	
0	1–2	3–4	5–6	7–8	

	No rewardable material.	<ul style="list-style-type: none">• Learners provide some marketing aims and objectives but there is little development/ explanation relevant to context.	<ul style="list-style-type: none">• Learners provide relevant marketing aims and objectives, with development/ explanation relevant to context.	<ul style="list-style-type: none">• Learners rationalise relevant marketing aims and objectives, with clear development/ analysis relevant to context.	<ul style="list-style-type: none">• There is comprehensive coverage of relevant rationalised marketing aims and objectives, with good development/ evaluation relevant to context.
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Assessment focus	Indicative content
Research of and analysis of market information	<p>Learners have been provided by a research pack containing both primary and secondary data.</p> <p>Within their analysis learners may identify a range of different findings to support their work and to highlight the size, structure, trends and growth/decline of the food box market.</p> <ul style="list-style-type: none"> • From primary research learners may highlight quantitative data relating to: <ul style="list-style-type: none"> ○ Gender differences within the food box sector ○ Age differences and predominance within food box purchases being 30-49 ○ Large numbers of people ordering once per week or more suggesting ongoing loyalty ○ Mixed responses around the cost of boxes and what is appropriate for given products ○ Smaller levels of interest in vegan and dairy free boxes but increased levels of interest in mixed, low calorie or quick cook boxes ○ Significant interest in online demonstrations and the impact of celebrity endorsement ○ Suggested activities or services to improve customer relations and retention • From secondary research learners may highlight quantitative and/or qualitative data relating to: <ul style="list-style-type: none"> ○ Growth in the UK market for food boxes ○ Challenges within the food box market and influences on the business ○ Research to support the value of the market ○ High levels of variety in the products on offer from different competitors ○ Trends in the food box industry ○ Popularity of unique boxes or less mainstream product offerings ○ Popularity of competitors and their methods of promotion ○ Product pricing between 2020-2022 ○ Information relating to competitor marketing campaigns <p>Learners will use the research provided to support analytical statements and justifications within the work presented. Learners may consider the differences between national data (secondary) and primary research data collected by the business.</p> <p>Reliability and validity should be linked to the references made within the research pack and may consider the sources of information where applicable. Learners should consider the appropriateness and reliability of the primary research conducted and highlight potential strengths and weaknesses within the data collected.</p>

	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-3	4-6	7-9	10-12
No rewardable material.		<ul style="list-style-type: none"> • Reference will be made to the: <ul style="list-style-type: none"> ○ case study ○ research pack ○ 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 ○ research pack ○ 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 ○ research pack ○ 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 ○ research pack <ul style="list-style-type: none"> ○ wider business market and competitors which are entirely relevant to the context. • An interpretation of the reliability and validity of the research is present and demonstrates a thorough understanding of the concepts and their relevance in this context. • Detailed analytical approach leads to entirely relevant and balanced conclusions.

Assessment focus	Indicative content
Justification	<p>Learners responses may include reference to the outcomes of the implied or explicit use of analytical tools. The most common models used are SWOT and PESTLE.</p> <p>SWOT and PESTLE analysis might include some combination of:</p> <ul style="list-style-type: none"> • Analysis of different marketing campaigns (Gousto, HelloFresh, MindfulChef) • Forms of media typically used by other food box companies • Details of the demographic profile of food boxes, meal preparation services and meal kits. <ul style="list-style-type: none"> ○ Consideration of age, gender, employment status ○ Alignment to competitor target market ○ Increase in the younger demographic for food boxes • Competition from other businesses and well-known brands <ul style="list-style-type: none"> ○ Increasing number of food box and meal preparation products being offered by brands and smaller more unique companies ○ Growth in the number of people interested in or purchasing food boxes, particularly within cities ○ Challenge from larger brands e.g. Gousto, HelloFresh, Morrisons, M&S etc. • Social factors <ul style="list-style-type: none"> ○ Growing popularity of food boxes, home cooking and meal preparation services ○ Increasing trends in cultural experiences and access to wider ranges of food, flavours and tastes ○ The increase in health-conscious consumers and consumers wanting to increase their available free-time ○ Cultural differences between potential target markets ○ Increases in social media interaction and engagement of markets • Economic factors <ul style="list-style-type: none"> ○ Weak economic growth nationally ○ Low disposable income ○ Stagnant wage growth ○ Increases in raw material costs and inflation impacting on the cost of production ○ Change in consumer preferences – increased demand for home cooking and reduced cost food/drink ○ Food boxes possibly viewed as a luxury – impact of loss of jobs and change in financial circumstances from Covid • Technological factors <ul style="list-style-type: none"> ○ Increase in the use of technological methods for food purchasing and meal selection ○ Demand for ease-of-use technology and ‘stress free ordering’ ○ Changes in packaging and digital intervention in production ○ Changes in use of technology when shopping and ordering food

- Rise of tech giants in the food sector such as Just Eat or Deliveroo
- **Political factors**
 - Promotion of health lifestyles and healthy eating
 - Changes in international imports and cost factors
 - Increases in the cost of food and cost of international imports of food/drink
 - Impact of national lockdown on trends in health consciousness and home working
- **Legal factors**
 - Copyright laws and the impact these could have on the product design, recipe creation or product integration
 - Trademark and advertising laws both within the UK and globally
 - GDPR when collecting information from customers to support loyalty
- **Environmental factors**
 - The need to adapt products and packaging to be more environmentally friendly.
 - Trends in using alternative packaging for products and ingredients
 - Pressure to reduce waste materials

Justification will:

- Explicitly relate to the research used and applied.
- Explicitly relate to the analytical models used.
- Explicitly relate to the case study and show an understanding of the needs of customers/consumers in the food box market.

Band 0	Band 1	Band 2	Band 3	Band 4
0	1-3	4-6	7-8	9-10
No rewardable material.	<ul style="list-style-type: none"> • Any evaluation will be limited to unsupported statements and opinions. Analytical tools are referenced but not utilised. • Consideration of 'appropriateness' of the justification will be attempted. 	<ul style="list-style-type: none"> • An evaluation will be presented, following evidence of analytical tools being used. • Consideration of 'appropriateness' of the justification will be limited. 	<ul style="list-style-type: none"> • A variety of analytical tools may be used leading to a coherent justified evaluation. • Appropriateness will be clear and relevant to the context of the scenario presented. 	<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.

Mark Grid 2 –Activity 2 – The Marketing Campaign Plan

Assessment focus	Indicative content
<p>The marketing mix to include:</p> <p>Message</p> <p>Mix</p> <p>Media</p>	<p>Learners’ response may include:</p> <p>Product</p> <p>Details of the range of food boxes offered to customers such as:</p> <ul style="list-style-type: none"> • Selection of savoury, dessert, quick meals etc. • Consideration of potential themed dishes or ranges to suit the time of the year. • The need to increase the product range to meet demand and to align with competitors and trends. • Adapting the product range to suit the target market or to link to specific themes and events • The development of digital services to enhance brand recognition and loyalty e.g. cookery videos, nutrition information, interactive services. • Collaboration with chefs and the potential for limited edition or one-off products. • Sale of services – e.g. membership schemes/loyalty schemes for faster delivery/early access to new recipes or dishes, or links to free samples and trials of products for loyal customers. • Reference to the product lifecycle of food boxes reference to the seasonality and current trends for food boxes alongside the potential for decline. <p>Price</p> <p>selection of an appropriate pricing strategy for the food boxes, for example:</p> <ul style="list-style-type: none"> • The use of promotional pricing – selling products at a lower price as a way of attracting new customers or offering promotional prices to loyal customers. • The use of premium pricing – selling products at a higher price given quality of product or uniqueness of the food box. • The use of competitive/market pricing – e.g. research has indicated that the typical price of food boxes are £x, therefore the products should be sold at this price • Consideration of trial pricing or subscription pricing which provides short-term promotional pricing or ‘free’ products as part of a trial. <p>Place</p> <p>Explanation of the distribution channel for the business</p> <ul style="list-style-type: none"> • The use of e-commerce through the business website • The potential use of third-party e-commerce / retail to increase the number of sales • The dominance of e-commerce within specific target demographics • Sales are direct to customer • Possibility of negotiating deals with retail companies to stock their products

The marketing mix to include:

Message

Mix Media

(cont.)

- Discussion of the website environment and the ways that the business can interact with consumers
- Consideration of the environment for selection of recipes etc.

Promotion

Selection of appropriate methods of promotion that are relevant to the context of food boxes as part of a campaign to maintain revenue:

- The use of social media platforms e.g. facebook, youtube to make postings and to engage in dialogue with customers e.g. posting videos, starting a 'hashtag' to engage with customers, online content production.
- The use of influencers to encourage customers to engage with the product and the campaign on social media.
- Trade/food fairs as part of a campaign to improve brand recognition and encourage new customers.
- Farmers markets to encourage partnership working with food suppliers and to encourage new customers.
- Consideration of product samples as a promotional method or free trials within the promotional mix.
- The media selected as part of the plan should have relevance to the business, the target market where specified by the learner and should be supported with justification that explains the choices made and their impact.
- Discussion of the budget associated with each form of promotion, including recognition of the costs associated with social media.

Recognition that "word of mouth" is something that is built through the effective use of other marketing techniques and is not a promotional method in and of itself.

The extended marketing mix People

Discussion of how Wholly Nutritious staff can engage with customers and consumers, such as:

- Using staff to develop online videos, live sessions and interactive content to connect and interact with customers
- Recruit staff with an interest in food and cooking who can then share practical experience/ enthusiasm with customers
- The need to employ chefs and cookery experts to help build the business and enhance its brand
- Training staff so that they can effectively share information and knowledge about the products during trade/consumer fairs
- Recognition that people within the business are not customer facing given that products are sold online, but that they would be customer facing depending on the promotional activities selected.

Physical Environment

Making the website reflect the needs of the target market and the message of Wholly Nutritious such as colours, images, layout etc.

- Use of webpages – highlighting prices, providing information about individual recipes, nutritional values, best combinations of meals for specific purposes or customer need, pages for different product types or themes etc.
- Captivating images, webpages and video content highlighting the products – e.g. videos demonstrating the cooking process for products, the purchase process from POS through to consumption, videos that showcase the location of ingredients etc.
- Merchandising complementary goods to maximise opportunities for add on sales – e.g. Crockery, utensils, cookbooks etc.

<p>The marketing mix to include:</p> <p>Message</p> <p>Mix Media</p> <p>(cont.)</p>	<p>Process</p> <p>Procedures associated with sale of food boxes such as:</p> <ul style="list-style-type: none">• Digital systems that allow ordering and provide advice/recipes• Training procedures for staff• Management of the actual sale – e.g. taking customer details to add them to a mailing list, offering add on items, special offers.• Complaints or cancellation procedures and processes. <p>Marketing Message</p> <p>An message that relates to food box products and the trends in healthy eating, home cooking or exploration of cultures through food. Learners may emphasise that marketing communication activity is focused in some way on the specific market segment that they are trying to target. Possible marketing messages may include references to:</p> <ul style="list-style-type: none">• Health benefits and healthy eating or nutrition• Home cooking and the focus on keeping on trend• Personal benefits such as timesaving, offer of variety, ability to try new recipes etc.• Motivational language/phrasing <p>Marketing messages will be clearly articulated and will show some understanding of the type of product being sold.</p> <p>Media Selection</p> <p>Selection of media will reflect the budget of £150,000. To qualify as realistic, the use of channels such as television advertising must also include an appropriate allocation of funds for the production of the advert as well as the cost of placing the adverts.</p> <p>The key to media selection is selectivity and appropriateness – the learner should highlight channels that are appropriate in context.</p>
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Band 0	Band 1	Band 2	Band 3	Band 4
0	1–6	7–11	12–16	17–20
<p>No rewardable material.</p>	<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 justifications are limited and the extended marketing mix is not considered. 	<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. 	<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 mostly balanced and in context of extended mix. 	<ul style="list-style-type: none"> • The marketing mix presented covers all aspects in detail with illustration using 4Ps (where applicable) and applied in context. • 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. • Justifications for choices are balanced and in context of the extended mix.

Assessment focus	Indicative content				
Budget	<p>Learners' response may include:</p> <p>A breakdown cost on a weekly and monthly basis with specific sums of money allocated to individual promotional activities up to a total value of £150,000.</p> <p>Specific sums of money will be allocated to individual marketing activities.</p> <p>Break down of the specific promotional activities – e.g.</p> <ul style="list-style-type: none"> - cost of using staff to make posts on social media - cost of clicks and influencers on social media platforms or google ads - costs of printing leaflets, posters etc - costs of producing video content - costs of stand at food festivals or trade fairs - staffing costs or production costs 				
	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–2	3–4	5–6	7–8

	No rewardable material.	<ul style="list-style-type: none"> Budget restricted to generic detail, with limited relevance to marketing activity in context. 	<ul style="list-style-type: none"> Budget shows a basic understanding of costs for aspects of the marketing activity in context. 	<ul style="list-style-type: none"> Budget used realistically demonstrating detailed understanding of costs of most aspects of the marketing activity in context. 	<ul style="list-style-type: none"> Budget used realistically with detailed understanding of the costs of all aspects of the marketing activity in context.
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Assessment focus	Indicative content
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Timescale	<p>Learners' response may include:</p> <ul style="list-style-type: none"> Timescale of 52 weeks which may be recorded as 12 months. Promotional activity that is spread throughout the period. Precise start and end date for specific elements of the campaign A variety of ways of presenting the timescale <ul style="list-style-type: none"> a "Gantt chart" style plan (e.g. a table where boxes have been shaded in) a calendar a list of dates and durations of activities a rationale and justification for the choices of timescales and dates for launching promotional activities.
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Band 0	Band 1	Band 2	Band 3	Band 4
0	1	2	3	4

	<p>No rewardable material.</p>	<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.
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Assessment focus	Indicative content				
Presentation	<p>Evidence of a well written plan:</p> <ul style="list-style-type: none"> • Good use of language skills – e.g. Vocabulary, SPAG generally correct, sentences are coherent/flow. • Logical breakdown of the work – sections applied where appropriate with separate points in separate paragraphs with headings used to divide the material. Work presented in logical order. • Use of marketing terminology – Marketing terms – either from the unit content or the candidate’s wider knowledge – are utilised accurately and where relevant. • This occurs throughout activity 2 work. • Communication errors are not considered to be intrusive where they are: <ul style="list-style-type: none"> ○ Infrequent ○ Do not distort meaning / comprehensibility of the text. <p>In general, learners should be capitalizing names/start of sentences, using full stops/commas correctly, using an appropriate standard of formal written language bearing in mind that the work is being produced by a young person whilst under exam conditions.</p>				
	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1	2	3	4
No rewardable material.	<ul style="list-style-type: none"> • Plan lacks professional format which leads to lack of clarity. • Contains many communication errors. • Contains few references to appropriate marketing terminology. 	<ul style="list-style-type: none"> • Plan shows a clear but basic professional format. • Contains occasional communication errors. • Contains references to appropriate marketing terminology. 	<ul style="list-style-type: none"> • Plan format is clear and looks professional. • Contains few communication errors. • Contains sustained references to appropriate marketing terminology. 	<ul style="list-style-type: none"> • Plan has a professional format. • Contain no obtrusive communication errors. • Appropriate marketing terminology is used throughout. 	

