

## Specific Guidance for Business, Level 3, Unit 2 Developing a Marketing Campaign (key notes from previous examiners report).

When delivering the unit, ensure learners will be able to adhere to the following recommendations when they sit the assessment.

- 1) Develop aims and objectives relevant to a specific business context and use data to justify the aims and objectives.
- 2) The SWOT and PESTLE analysis should inform the decisions in the marketing mix. The links between these two should be clear.
- 3) The marketing mix should cover all 7 Ps with a clear message
- 4) The marketing budgets should include a breakdown of all costs associated with the proposed plan

In addition, learners should sit a timed assessment using a previous part B paper. Use the allocated timescale and make sure learners are addressing relevant assessment criteria, as well as dividing their time effectively between tasks.



If you have any questions about the information in this leaflet or for further support on BTEC externally assessed units please contact Jon Childs (Project Manager, OTLA):

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## Advice and Guidance for Delivering BTEC Externally-assessed units.



- Planning and delivering units
- Strategies when approaching assessment times
- Specific tips for selected units

# Planning and Delivering Units: Key Considerations

## Cover every part of the unit specification

The assessments are written based on what is in the unit content. Enhancing student knowledge and experience through exciting projects is great, but make sure nothing is missed from the unit content.

## Use BTEC text books

Just like the assessments, the BTEC text books are based on the unit content. Use them to deliver the required content. This doesn't mean boring book-based tasks—the information can be used as part of, or in addition to, engaging tasks. The books are available online through the library and as hard copies. Remember the reprographics team can print for you.

## Timetable effectively

The core, externally assessed units are vital, so should form the basis of the timetable. Are enough hours being dedicated to it to meet the Guided Learning Hours (GLH)? Is it being taught at the best time of day (e.g. not in afternoon sessions after a long morning of lessons already)? As you approach assessment time it might even take over other units to ensure students are fully prepared.

## Regular checking of knowledge and ability to apply it

Use questions and tasks from the text books and previous exam papers to set questions to test students' ability to demonstrate and apply knowledge, and ensure they get feedback.

## English is key!

There is a direct correlation between students who succeed in GCSE English and who succeed in BTEC assessments. Getting students on the right course is more key now than ever—if a student struggles with written English are you setting them up to fail by putting them on an exam-based level 3 programme in the first place? Are additional English lessons arranged for learners whose English is weak? Do all learners have an excellent understanding of command verbs (explain, analyse etc)?

## Use the right key words

The key, industry-specific words in the unit content and BTEC text book will be the same key words in the mark schemes. Make sure learners have the right vocabulary and can use it!

# Approaching Assessments: Key Considerations

## BTEC revision books

The same people who have written the assessments have also produced revision workbooks. Use them in the weeks leading up to the assessment. Start using them several weeks beforehand to get learners into the right habits.

## Mock exam

Not just a token couple of practice questions in class. Set time aside for a full mock assessment with time limit, exam conditions and, most importantly, FEEDBACK! Assuming you use the previous year's assessment, use the mark scheme to give effective feedback and identify areas of concern. Plan this well in advance to try to reduce workload and ensure you have the time to mark and give individual feedback.

## Remember the support you have

BTEC have numerous past assessments, mark schemes, external examiners' reports etc available. The administration and reprographics team can help with any printing you need. Read through the external examiner reports for useful tips.

## Make sure learners answer the question accurately

For example, on question 3 they have to make recommendations to improve something, and on question 4 they have to justify the recommendations. They will score no marks on either for justifying on question 3. They must carefully read the questions and do exactly what is asked of them.

## Show and apply knowledge

In most cases learners need to be able to demonstrate knowledge and be able to apply it to relevant situations. Make sure they can do both of these through practice assessment tasks you set them.

## External Assessment Arrangements

Make sure, well in advance of the assessment, that all learners' individual needs have been checked. Are there any who have anxiety issues who may need a different room, any who need a computer, reader, scribe etc?

Have support staff been trained and briefed thoroughly, and then appropriately allocated to support the students in the most effective way?

