



# **Pearson LCCI Level 2 Certificate in Marketing (VRQ) (ASE2025)**

## **Specification**

First teaching from Series 3, 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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ISBN 978 1 446 94298 7

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# Introduction

## LCCI qualifications

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LCCI qualifications are widely regarded by employers to prepare learners for key functions of modern international business. The qualifications are recognised worldwide by employers, universities and professional bodies.

This qualification is not regulated by any regulatory authority in the UK. It exists on Pearson's self-regulated framework (SRF).

Pearson LCCI offers a wide range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the Marketing and Customer Service suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

## **Purpose of the specification**

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This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that a student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

## Qualification aims

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The aims of this qualification are to enable students to develop:

- the marketing concept
- the fundamental techniques applied to the marketing of products and services.

This qualification is designed to be of benefit to those who are:

- new to marketing as a business function
- in the marketing profession and responsible for undertaking marketing activities under supervision
- wishing to take the first steps towards a recognised qualification
- wishing to acquire a foundation in marketing at a tactical level
- studying other business subjects who wish/need to gain a basic insight into the marketing function.

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## Specification at a glance

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The Pearson LCCI Level 2 Certificate in Marketing (VRQ) consists of one externally-examined paper.

<b>Pearson LCCI Level 2 Certificate in Marketing (VRQ)</b>	
<ul style="list-style-type: none"><li>Externally assessed</li></ul>	<b>100% of the total qualification</b>
<b>Overview of content</b> <ol style="list-style-type: none"><li>Marketing management</li><li>Marketing planning</li><li>Customer and consumer behaviour</li><li>Marketing research</li><li>The marketing mix</li><li>Promotion</li><li>General issues</li></ol>	
<b>Overview of assessment</b> <ul style="list-style-type: none"><li>One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification</li><li>The examination will be 2 hours</li><li>The examination will consist of 100 marks</li><li>There will be 20 questions, all of which should be attempted</li><li>All questions are worth 5 marks each</li><li>Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.</li></ul>	
<b>Coverage of Syllabus topics in Examinations</b> <p>There will be at least 3 (maximum 5) questions from Syllabus Topics 1 and 3.</p> <p>There will be at least 4 (maximum 7) questions from Syllabus Topic 5.</p> <p>There will be at least 3 (maximum 7) questions from Syllabus Topic 6.</p> <p>There will be at least 3 (maximum 7) questions from Syllabus Topics 2, 4 and 7.</p>	

## Pearson LCCI Level 2 Certificate in Marketing (VRQ)

### Answer Formats

For all questions:

- crisp, clear, and concise answers will be expected
- answers must be written in the question and answer book
- sufficient space to answer each question will be provided, and candidates will be expected to plan their answers carefully to take up no more than the available space
- rough work must be within the question and answer book – in the page indicated by 'Rough Notes'
- graph paper is supplied within the question and answer book.

### Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

### Mark Allocation

A positive marking approach is used. Marks are not deducted for spelling, grammar or punctuation errors.

In each examination, candidates will be allocated marks as follows:

- marks are allocated in line with the instructions given with each question
- marks are not deducted if an alternative way of answering a multi-choice question is used (e.g. by ringing instead of underlining) as long as the answer is clear
- marks are not deducted for syntax errors, except where these cause a failure to communicate.

### Recommended Reading List and Support Material

#### Essential Reading

LCCI — *How to pass Marketing Level 2* (LCCI) ISBN-10: 1 86247 016 2

#### Recommended Reading

Kotler, Armstrong Saunders & Wong — *Principles of Marketing* (Prentice Hall)  
ISBN-10: 0 13 165903 0

#### Support Material

Model Answers and past question papers are available on the qualification page of the Pearson website ([qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)).

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# Knowledge, skills and understanding

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## Content

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The following content must be covered to prepare students for the final assessment of this qualification.

### 1. Marketing management

Skills	Students should:
<b>1.1 Understanding</b>	a) Provide a suitable definition of marketing from a recognised source
	b) Explain the relevance and meaning of key words in this definition
	c) Describe the marketing concept and the alternatives of product orientation and sales orientation
<b>1.2 Organising for marketing</b>	a) Describe the role of marketing as: i) the link with the outside environment ii) the coordinator in the organisation
	b) Explain why marketing is just one function within an organisation alongside other functions such as production, finance, personnel etc.
	c) Show an understanding that marketing covers many sectors such as consumer, industrial, governmental and non-profit sectors
	d) Be able to explain the different marketing needs and the relevant activities in different industries and sectors

Skills	Students should:
<b>1.3 Legal, ethical and regulatory requirements</b>	a) Identify relevant legal, regulatory, ethical and social requirements for marketing activities and how they may impact on personal responsibilities
	b) Identify and explain the consequences of failure to meet these requirements
	c) Follow policies and procedures designed to meet all requirements, and monitor work for breaches of compliance with regulatory requirements, and codes of practice
	d) Identify possible breaches accurately and address them promptly and correctly
	e) Take actions designed to ensure your work meets all relevant regulatory requirements and codes of practice
	f) Identify possible reasons for potentially not meeting requirements and make recommendations to improve policies and procedures to reduce the likelihood of not meeting requirements
	g) Provide detailed reports about failures to meet requirements to relevant personnel
<b>1.4 Working relationships</b>	a) Establish effective working relationships with all colleagues involved with the work being undertaken
	b) Recognise, agree and respect the roles and responsibilities of colleagues
	c) Understand and take into account the priorities, expectations and authority of colleagues in decisions and actions
	d) Fulfil agreements made with colleagues and advise colleagues promptly of any difficulties, or where it might be impossible to fulfil agreements
	e) Identify and resolve potential conflicts of interest or disagreements with colleagues in a manner that will minimise damage or disruption to the work being undertaken
	f) Exchange information and resources with colleagues to ensure that all parties can work efficiently and effectively
	g) Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement

Skills	Students should:
<b>1.5 Environmental issues</b>	a) Demonstrate the need to monitor external environmental issues
	b) Be able to explain the environmental analytical tool: <b>S</b> – social and cultural <b>T</b> – technological <b>E</b> – economic and market conditions <b>E</b> – education, training <b>P</b> – political <b>L</b> – legal <b>E</b> – physical environment and protection
	c) Explain what is meant by internal analysis
	d) Demonstrate internal issues involved when using: <b>S</b> – strengths <b>W</b> – weaknesses <b>O</b> – opportunities <b>T</b> – threats
	e) Explain the difference between statutory legislation and a professional code of conduct
	f) Identify ethical and legal issues that may impact on marketing in the 21st century

## 2. Marketing Planning

Skills	Students should:
<b>2.1 Understanding</b>	a) Explain the difference between data and information
	b) Present numerical information in a variety of formats
	c) Explain why management need information to be able to analyse, plan, implement and control
	d) Distinguish between a Management Information System (MIS) and a Marketing Information System (MkIS)
	e) Explain the difference between short-, medium- and long-term planning and supply relevant examples of organisational short-, medium- and long-term planning
	f) Explain why organisations have to plan for the short, medium and long term
<b>2.2 Objectives and budgeting</b>	a) Explain what are meant by objectives
	b) Demonstrate the use of: <b>S</b> – specific <b>M</b> – measurable <b>A</b> – achievable <b>R</b> – relevant <b>T</b> – timed
	c) Explain what is meant by a sales plan/forecast
	d) Demonstrate how the sales plan/forecast is a guide to management activity in all other functional areas
<b>2.3 Planning and control</b>	a) Draw a relevant diagram to represent the Decision Making Process (DMP)
	b) Show the need for control mechanisms to monitor success against objectives
	c) Explain the importance of fast feedback to enable managers to take corrective actions
	d) Clearly explain the differences between Management by Objectives (MBO) and Management by Exception (MBE)

### 3 Customer and consumer behaviour

Skills	Students should:
<b>3.1 Understanding</b>	a) Illustrate a customer's role within the channel of distribution
	b) Explain the difference between a customer and a consumer
	c) Draw a simple diagram to represent the communication process
	d) Explain, with relevant examples, what is meant by product benefits and user benefits
	e) Draw a correctly labelled diagram to illustrate Maslow's Hierarchy of Needs Model
	f) Provide relevant examples of products or services that are provided to each relevant level of need in Maslow's model
	g) Identify and explain the relevant positions in a Decision Making Unit (DMU)
	h) Explain the difference between a consumer DMU and an industrial DMU with specific reference to the role of the gatekeeper
	i) Explain how the consumer decision-making process is derived through the use of:  <b>A</b> – attention <b>I</b> – interest <b>C</b> – comprehension <b>D</b> – desire <b>A</b> – action
	j) Explain the concept that customers buy benefits to meet their needs and not simply products or services

Skills	Students should:
<b>3.2 Segmentation, targeting and positioning</b>	a) Give a suitable definition of segmentation
	b) Identify different bases for segmenting markets using: <ul style="list-style-type: none"> <li>i) demographics</li> <li>ii) geographics</li> <li>iii) geo-demographics</li> <li>iv) psychographics</li> <li>v) behavioural</li> </ul>
	c) Explain how marketers can evaluate relevant segments by: <ul style="list-style-type: none"> <li>i) profitability</li> <li>ii) accessibility</li> <li>iii) measurability</li> <li>iv) sustainability</li> <li>v) identifiability</li> <li>vi) defensibility</li> </ul>
	d) Describe the difference between positioning as a concept within the consumer's mind and physical positioning in respect of products
	e) Explain the need to identify and profile target markets



## 4 Marketing research

Skills	Students should:
<b>4.1 Understanding</b>	<p>a) Provide a suitable definition of marketing research</p> <p>b) Identify the five stages of the market research process:</p> <ul style="list-style-type: none"> <li>i) identifying the problem or research need</li> <li>ii) devising the research method</li> <li>iii) carrying out the research</li> <li>iv) analysing the research gathered</li> <li>v) presentation of research findings</li> </ul>
<b>4.2 Methodology</b>	<p>a) Give various examples of <b>types</b> of market research: market research – competitor research – price research – product research – consumer research etc.</p> <p>b) Explain various <b>methods</b> of carrying out research: ad-hoc research – continuous research – omnibus survey – dealer audits etc.</p> <p>c) Describe the differences between primary and secondary research and explain why secondary research should always be carried out first</p> <p>d) Explain what is meant by quantitative and qualitative research</p> <p>e) Give the three ways that primary research can be obtained: observation – experimentation – questionnaire</p> <p>f) Explain the use of questionnaires and highlight three advantages and three disadvantages of using questionnaires to gain information</p> <p>g) Identify various ways that surveys can be carried out:</p> <ul style="list-style-type: none"> <li>i) face to face</li> <li>ii) telephone survey</li> <li>iii) online survey</li> <li>iv) consumer panel</li> <li>v) postal survey</li> <li>vi) retailer audit</li> <li>vii) focus group</li> </ul>

## 5 The marketing mix

Skills	Students should:														
<b>5.1 Understanding</b>	<p>a) Provide a suitable definition of the marketing mix</p> <p>b) Explain the use of the 7 Ps and 7 Cs as the two sides of every transaction</p> <table border="0" data-bbox="582 465 986 801"> <tr> <td>Product</td> <td>Customer value</td> </tr> <tr> <td>Place</td> <td>Convenience</td> </tr> <tr> <td>Price</td> <td>Cost</td> </tr> <tr> <td>Promotion</td> <td>Communication</td> </tr> <tr> <td>Process</td> <td>Coordination</td> </tr> <tr> <td>Physical</td> <td>Confirmation</td> </tr> <tr> <td>Participants</td> <td>Consideration</td> </tr> </table> <p>c) Illustrate that several and sometimes all elements of the marketing mix will be part of a transaction, whether it is a product or service</p> <p>d) Explain why a marketing mix will need to be unique for each market segment</p>	Product	Customer value	Place	Convenience	Price	Cost	Promotion	Communication	Process	Coordination	Physical	Confirmation	Participants	Consideration
Product	Customer value														
Place	Convenience														
Price	Cost														
Promotion	Communication														
Process	Coordination														
Physical	Confirmation														
Participants	Consideration														
<b>5.2 Product</b>	<p>a) Explain the difference between physical, functional and emotional characteristics of a product</p> <p>b) Illustrate the need to establish features, advantages and benefits from the customer and consumer viewpoints</p> <p>c) Explain the concept of the Product Life Cycle (PLC)</p> <p>d) Draw a relevant, correctly labelled diagram to illustrate the PLC</p> <p>e) Identify and explain the key stages of the PLC:</p> <ol style="list-style-type: none"> <li>i) development</li> <li>ii) launch/introduction</li> <li>iii) growth</li> <li>iv) maturity</li> <li>v) decline</li> </ol> <p>f) Identify and explain key marketing strategies and tactics at each stage of the PLC across the marketing mix</p> <p>g) Draw a correctly labelled diagram to illustrate the Boston Consulting Group (BCG) matrix</p> <p>h) Illustrate the relationship between the PLC and the BCG matrix</p> <p>i) Show how the BCG matrix can be used to represent an organisation's product portfolio</p> <p>j) Explain what is meant by after-marketing</p>														

Skills	Students should:
	k) Give relevant examples of after-marketing tactics
	l) Give a suitable definition of a brand and explain how a brand is different to a patent
	m) Identify relevant brands from their own home markets
<b>5.3 Price</b>	a) Explain how price can be regarded as a perception of value in the mind of the customer
	b) Describe the relationship between price, quality and demand
	c) Identify various factors that can make up value in the mind of the customer: <ul style="list-style-type: none"> <li>i) status</li> <li>ii) durability</li> <li>iii) ease of use</li> <li>iv) features</li> <li>v) benefits</li> <li>vi) size, weight</li> </ul>
	d) Identify and explain various pricing strategies: <ul style="list-style-type: none"> <li>i) cost plus</li> <li>ii) penetration</li> <li>iii) skimming</li> <li>iv) competitive</li> <li>v) psychological</li> <li>vi) premium/luxury</li> <li>vii) opportunity</li> <li>viii) negotiated pricing</li> </ul>
	e) Explain the difference between revenue, fixed costs, variable costs, gross profit and net profit
	f) Draw a correctly labelled diagram to illustrate break-even point

Skills	Students should:
<b>5.4 Place</b>	a) Identify the key components in the channel of distribution and explain their role
	b) Draw relevant diagrams to illustrate the channel of distribution for: <ul style="list-style-type: none"> <li>i) typical fast-moving consumer goods (FMCG) using wholesaler and retailer</li> <li>ii) industrial goods using dealers/distributors</li> <li>iii) international exporter using agents</li> <li>iv) personal services</li> </ul>
	c) Explain the difference in the channel of distribution for a manufacturer of products and a supplier of services who has to be near the customer
	d) Draw relevant, correctly labelled diagrams to illustrate the push and pull models of distribution
	e) Explain how a traditional wholesaler differs to a cash and carry
<b>5.5 Promotion</b>	This topic is sufficiently large as to have its own skills (see <i>Section 6, Promotion</i> )
<b>5.6 Physical evidence</b>	a) Explain what is meant by physical evidence
	b) Identify and explain physical factors that constitute physical evidence: <ul style="list-style-type: none"> <li>i) environment</li> <li>ii) fixtures and fittings</li> <li>iii) furnishing</li> <li>iv) colour</li> <li>v) layout</li> <li>vi) staff uniforms</li> <li>vii) staff badges</li> <li>viii) background music</li> <li>ix) brochures/photographs/qualifications</li> <li>x) goods displayed</li> <li>xi) corporate image</li> </ul>
	c) Explain why physical evidence is so important in a service operation

Skills	Students should:
<b>5.7 Process</b>	a) Identify factors or stages that make up a transaction
	b) Explain the importance of process in service operations
	c) Give examples of features that are essential to a smooth process: <ul style="list-style-type: none"> <li>i) ease of payment</li> <li>ii) speedy checkouts</li> <li>iii) bag packing</li> <li>iv) carry out service</li> <li>v) lifts between floors</li> <li>vi) changing rooms</li> <li>vii) customer service desks</li> <li>viii) speedy handling of complaints</li> <li>ix) minimal queuing</li> <li>x) ease of moving around store</li> </ul>
<b>5.8 Participants/ People</b>	a) Identify the importance of people to any customer focussed operation
	b) Explain the need for careful selection and training of service personnel
	c) Describe essential and desirable characteristics of service personnel: <ul style="list-style-type: none"> <li>i) appearance and manner</li> <li>ii) attitudes</li> <li>iii) interpersonal behaviour</li> <li>iv) discretion and commitment</li> <li>v) product knowledge</li> </ul>

## 6 Promotion

Skills	Students should:
<b>6.1 Understanding</b>	a) Provide a suitable definition of the promotions mix
	b) Explain that the purpose of the promotions mix is to communicate with target audiences so as to influence behaviour leading to buying decisions
	c) Identify and explain the elements of the promotions mix: <ul style="list-style-type: none"> <li>i) advertising</li> <li>ii) public relations</li> <li>iii) sales promotion</li> <li>iv) personal selling</li> <li>v) direct marketing</li> </ul>
	d) Describe how different industries will use different elements of the promotional mix in pursuit of their objectives
	e) Demonstrate that synergy is required throughout the mix as each tool has a specific role
	f) Identify and describe communication objectives in terms of desired behavioural change
<b>6.2 Promotion communication</b>	a) Explain the differences between above the line, below the line and through the line activities
	b) Explain the importance of identifying a Unique Selling Proposition (USP), more commonly known as unique selling point.
	c) Offer relevant examples of USP's that have been identified with products they are familiar with
	d) Identify how communications are integral to the concept of positioning in the customer/consumer's mind
<b>6.3 Budgets</b>	a) Outline how promotional budgets may be established or decided: <ul style="list-style-type: none"> <li>i) as a percentage of sales</li> <li>ii) by objective and task</li> <li>iii) same as competitors</li> <li>iv) all you can afford</li> <li>v) the same as last time</li> </ul>

Skills	Students should:
<b>6.4 Agencies</b>	a) Identify and describe the roles of various promotional agencies: <ul style="list-style-type: none"> <li>i) full service agency</li> <li>ii) à la carte agency</li> <li>iii) media independent agency</li> <li>iv) public relations consultancy</li> <li>v) sales promotion agency</li> <li>vi) direct marketing agency</li> <li>vii) personal selling agency</li> </ul>
	b) Explain why it is important that agencies are given information on a need-to-know basis
<b>6.5 Public relations</b>	a) Provide a suitable definition of public relations
	b) Explain what is meant by key words within the explanation
	c) Explain the difference between publicity and public relations
	d) Identify the 5 Ws and the 1H of a press release
	e) Show how public relations can create favourable publicity
	f) Explain the difference between public relations and propaganda
	g) Explain what is meant by corporate image
<b>6.6 Advertising</b>	a) Provide a suitable definition of advertising
	b) Explain the relevance of key words in this definition
	c) Identify and explain the role of advertising with regard to creating, informing, educating, persuading and reassuring
	d) Explain the differences between advertising and public relations
	e) Identify the differences between corporate advertising, recruitment advertising and commercial advertising

Skills	Students should:
<b>6.7 Sales promotion</b>	a) Provide a suitable definition of sales promotion
	b) Explain the relevance of key words in this definition
	c) Identify the benefits to the customer/consumer of sales promotions
	d) Explain why organisations might use sales promotions
	e) Identify potential disadvantages of sales promotions to an organisation
	f) Give various examples of sales promotions that are frequently used in the market place for both products and services
<b>6.8 Personal selling</b>	a) Provide a suitable definition of personal selling
	b) Explain the relevance of key words within this definition
	c) Identify and explain the four stages of the selling process: <ul style="list-style-type: none"> <li>i) presentation</li> <li>ii) objections</li> <li>iii) negotiation</li> <li>iv) close</li> </ul>
	d) Explain how the selling function can vary enormously in its importance across different industries and markets
	e) Briefly explain what is meant by teleselling
	f) Illustrate how the need for effective and efficient journey planning is essential in territory management
	g) Describe the importance of key accounts and the role of the key account manager
	h) Identify the various methods for remunerating sales staff
<b>6.9 Direct marketing</b>	a) Give a suitable definition of direct marketing
	b) Explain the advantages and disadvantages of direct response marketing for an organisation
	c) Explain the difference between a customer database and a direct marketing database
	d) Identify potential sources where an organisation might obtain a database



## 7. General Issues

Skills	Students should:
<b>7.1 Packaging</b>	a) Identify and explain the roles of packaging: <ul style="list-style-type: none"> <li>i) protect</li> <li>ii) identify</li> <li>iii) differentiate</li> <li>iv) act as medium</li> <li>v) inform</li> <li>vi) be disposable/reusable</li> <li>vii) add value</li> </ul>
	b) Give various examples of information that is a legal requirement for the labelling of food products: <ul style="list-style-type: none"> <li>i) best before date</li> <li>ii) weight</li> <li>iii) product constituents</li> <li>iv) country of origin</li> <li>v) health warnings</li> <li>vi) nutrient values</li> <li>vii) preparation instructions</li> <li>viii) storage instructions</li> <li>ix) contact details in case of complaint</li> </ul> <p>In general there are no legal requirements for brand name, selling price, date of manufacture.</p>
	c) Explain the role of packaging as 'The Silent Salesperson'
	d) Explain how the influence of 'green marketing' is impacting on packaging

Skills	Students should:
<b>7.2 International marketing</b>	a) Explain the difference between international, multinational and global marketing
	b) Describe what is meant by 'Think global – Act local' in respect of global marketing
	c) Identify different methods that organisations use to enter international markets: <ul style="list-style-type: none"> <li>i) simple exporting</li> <li>ii) exporting consortiums/house</li> <li>iii) piggy-backing</li> <li>iv) agents/distributors</li> <li>v) franchise/licensing</li> <li>vi) strategic alliance</li> <li>vii) joint venture</li> <li>viii) management contracts</li> <li>ix) screwdriver assembly</li> <li>x) wholly owned subsidiary</li> </ul> A knowledge of the term and what it means is all that is required at this level
<b>7.3 Internet and e-commerce</b>	a) Give a brief explanation of what the internet is
	b) Explain what is meant by the world wide web (WWW) and a website
	c) Briefly explain what is meant by e-commerce and give examples of: <ul style="list-style-type: none"> <li>i) business-to-business (B2B)</li> <li>ii) business-to-consumer (B2C)</li> <li>iii) consumer-to-consumer (C2C)</li> </ul>
	d) Identify and explain five advantages for the consumer of shopping online
	e) Identify five fears consumers may have about shopping online
	f) Identify five steps or measures that organisations can introduce to reduce customers' fears of shopping online
	g) Give a definition of email
	h) Explain how the use of email has dramatically influenced direct marketing
	i) What is meant by banner advertising and hyperlinks

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# Assessment

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## Assessment summary

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### Pearson LCCI Level 2 Certificate in Marketing (VRQ)

Number of series: OD until 31-Dec-2019

Availability: Last assessment 31-Dec-2019

#### Overview of content

- 1 Marketing management
- 2 Marketing planning
- 3 Customer and consumer behaviour
- 4 Marketing research
- 5 The marketing mix
- 6 Promotion
- 7 General issues.

#### Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification
- The examination will be 2 hours
- The examination will consist of 100 marks
- There will be 20 questions, all of which should be attempted
- All questions are worth 5 marks each
- Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.

#### Coverage of Syllabus topics in Examinations

There will be at least 3 (maximum 5) questions from Syllabus Topics 1 and 3.

There will be at least 4 (maximum 7) questions from Syllabus Topic 5.

There will be at least 3 (maximum 7) questions from Syllabus Topic 6.

There will be at least 3 (maximum 7) questions from Syllabus Topics 2, 4 and 7.

### Answer Formats

For all questions:

- crisp, clear, and concise answers will be expected
- answers must be written in the question and answer book
- sufficient space to answer each question will be provided, and candidates will be expected to plan their answers carefully to take up no more than the available space
- rough work must be within the question and answer book – in the page indicated by 'Rough Notes'
- graph paper is supplied within the question and answer book.

### Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

### Mark Allocation

A positive marking approach is used. Marks are not deducted for spelling, grammar or punctuation errors.

In each examination, candidates will be allocated marks as follows:

- marks are allocated in line with the instructions given with each question
- marks are not deducted if an alternative way of answering a multi-choice question is used (e.g. by ringing instead of underlining) as long as the answer is clear
- marks are not deducted for syntax errors, except where these cause a failure to communicate.

### Recommended Reading List and Support Material

#### Essential Reading

LCCI — *How to pass Marketing Level 2* (LCCI) ISBN-10: 1 86247 016 2

#### Recommended Reading

Kotler, Armstrong Saunders & Wong — *Principles of Marketing* (Prentice Hall)  
ISBN-10: 0 13 165903 0

#### Support Material

Model Answers and past question papers are available on the qualification page of the Pearson website ([qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)).

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# Delivery guidance

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## 1 Background

Candidates will be expected to have a general awareness and understanding of marketing as an organisational function. They will not be expected to have a detailed understanding of organisational differences, nor of specialised marketing.

## 2 Practical knowledge

This is a paper to evaluate candidates' understanding of marketing principles. Therefore:

- 2.1 a majority of the questions will call for basic marketing principles to be identified
- 2.2 candidates will be asked to respond to a range of straightforward-response questions
- 2.3 candidates should be able to produce diagrams and acronyms covering basic marketing issues from the width of the syllabus (see below)
- 2.4 teachers and students should particularly note that the paper calls for concise answers in the spaces provided. Essays are not required.

## 3 Topicality

- 3.1 Marketing is a profession where innovation and change are positively welcomed. It will be expected that candidates will be aware of the latest theories and have an outline understanding of how these operate in the international marketplace.
- 3.2 Candidates will be expected to draw upon knowledge sourced from textbooks and classroom instruction.
- 3.3 Marketing is a complex subject and it is not possible to include every detail of it within this syllabus. Candidates and tutors should be aware that it is the width of knowledge that is being tested, at a basic level.

## 4 Interrelationships

Marketing is an integrated activity, and it is not possible in a syllabus to represent this in full detail. The major interrelated topics appear under different headings, but this does not mean that these are the only interrelationships that exist. In marketing, everything is interdependent.

### Additional definitions

Direct response marketing – a channel of communication and distribution that allows providers of goods and services interactively and directly to access any person in a channel.

Database Marketing – the use of computers and information technology to create and maintain detailed records of members of target audiences, in order to provide marketing management information about the potential and actual customers and consumers.

## 5 Diagrams and models

Diagrams, models, and acronyms that all candidates should know:

Channels of Distribution	Product Life Cycle
BCG Matrix (basic)	Communication model (basic)
Push and Pull models	AIDA
Consumer Adoption Process (Roger's)	Positioning Map (basic)
Maslow (basic)	Forecasting graph (time/volume)
Break-even Point	

### Acronyms

3 As - Awareness, Attitude, Action	STEEPLE - Social/Cultural;
AIDA - Attention, Interest, Desire, Action	Technological;
CATS - Cost, Accuracy, Time, Security	Economic and Market;
DMP - Decision-making Process Note: the Consumer and Industrial DMUs must be known.	Education, Training, and Employment;
	Political;
	Legal;
EPOS - Electronic Point of Sale	Environmental.
IT - Information Technology	7 Ps & 7 Cs - See syllabus (5.1.2)
MBE - Management by Exception	BCG - Boston Consulting Group
MkIS - Marketing Information System	DMU - Decision-Making Unit
PEST - Political	JIT - Just in Time
Economic	MBO - Management by Objectives
Social	MIS - Management Information System
Technological (See STEEPLE)	
PLC - Product Life Cycle	MR - Marketing Research
PoS - Point of Sale	PoP - Point of Purchase
SP - Sales Promotion	PoU - Point of Use
	PR - Public Relations

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## **Aims of assessment**

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This examination will test students' ability to:

- demonstrate a basic knowledge of the fundamental principles, theories, and concepts upon which marketing is based
- identify the key points that underpin good marketing practice
- demonstrate a basic knowledge of the role and function of marketing
- identify relevant examples of marketing principles and practice in action.





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## Entry and assessment information

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Please see the *Pearson Information Manual* and the *Pearson LCCI examination regulations*, available from our website: [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)

### Student entry

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Details on how to enter candidates for the examination for this qualification can be found on our website: [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)

### Combinations of entry

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There are no forbidden combinations of entry for this qualification.

### Age

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Students must be a minimum of 16 years old to be entered for this qualification.

### Resitting the qualification

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Candidates can resit the examination for Pearson LCCI Level 2 Certificate in Marketing (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

## Access arrangements, reasonable adjustments and special consideration

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### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

### Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include the:

- needs of the student with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

### **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

### **Further information**

Please see our website or email [internationalenquiries@pearson.com](mailto:internationalenquiries@pearson.com) for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## **Equality Act 2010 and Pearson equality policy**

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, [qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html](http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html)

## Malpractice

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Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest Joint Council for Qualifications (JCQ) *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

### **Candidate malpractice**

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a *JCQ M1 Form* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### **Staff/centre malpractice**

Staff and centre malpractice includes both deliberate malpractice and maladministration of Pearson qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of alleged or suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation

and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the JCQ *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

## **Language of assessment**

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Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.



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## Other information

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### Guided Learning Hours (GLH)

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Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Level 2 Certificate in Marketing we recommend 140–160 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

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### Student recruitment

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

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### Prior learning and other requirements

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There are no formal entry requirements for this qualification.

Students may be studying in a local language but the assessment will be in English. Pearson recommends students have a standard of business English equivalent to LCCI IQ English for Business Level 2. This will support access to the assessment materials and students will be able to communicate responses effectively.

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## Progression

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This qualification is complete in itself. It may also lead to one or more of the Pearson Level 3 LCCI IQ qualifications: Certificate in Marketing, Certificate in Advertising, Certificate in Public Relations, Certificate in Selling and Sales Management.

Successful candidates who also obtain passes in two other subjects from a specific list within a period of 24 months will be eligible for the Pearson LCCI IQ Level 2 Diploma in Marketing.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

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## Codes

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The subject code for Pearson LCCI Level 2 Certificate in Marketing (VRQ) is: ASE2025. The subject code is used by centres to enter students for a qualification.



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# Support, training and resources

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## **Training**

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

## **Specifications, sample assessment materials and teacher support materials**

The Pearson LCCI Level 2 Certificate in Marketing (VRQ) sample assessment materials can be downloaded from our website.

To find a list of all the support documents available please visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)

**August 2017**

**For more information on Pearson and LCCI qualifications please  
visit our website: [qualifications.pearson.com/en/qualifications/lcci.html](http://qualifications.pearson.com/en/qualifications/lcci.html)**

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