



**Pearson  
LCCI Level 2 Certificate  
in Marketing Fundamentals  
(ASE20200)**

**SPECIFICATION**

First teaching from January 2019



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

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked.

For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com).

Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

## Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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

*All information in this specification is correct at time of publication.*

ISBN 978 1 446 95678 6

All the material in this publication is copyright

© Pearson Education Limited 2018

# Introduction

## LCCI qualifications

---

LCCI qualifications are widely regarded by employers as preparing students for the key functions of modern international business. Employers, universities and professional bodies recognise them across the world.

This new and engaging range of qualifications has been developed in collaboration with professional bodies, employers and customers. To ensure that the qualifications develop the breadth and depth of knowledge, skills and understanding that students need to be effective employees and that they support progression pathways, we have carried out in-depth, independent consultation.

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

- Business
- English Language
- Financial and Quantitative
- Marketing.

This specification is part of the Marketing suite of LCCI qualifications.

This qualification replaces the Pearson LCCI Level 2 Certificate in Marketing (ASE2025).

## **Purpose of the specification**

---

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 the student is required to have before taking the qualification
- any other requirements that a student must satisfy 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.

## **Rationale**

---

The Pearson LCCI Level 2 Certificate in Marketing Fundamentals meets the following purpose.

It is for students who want to start a career in marketing or who have been in a marketing entry-level position for up to six months and are looking to develop their marketing skills further or who are in the general field of business and need to know the basics of marketing as a business function.

## Qualification aim

---

The Pearson LCCI Level 2 Certificate in Marketing Fundamentals has been developed in consultation with professional bodies, employers and centres.

It is an ideal qualification for students who intend to progress to direct employment in marketing.

The qualification gives students the knowledge, understanding, skills and behaviours expected by employers in the marketing sector. This gives them the best opportunity to be successful in applying for work in entry-level positions.

The areas students will cover include:

- marketing activities and their application to a business
- marketing context
- marketing research, segmentation and marketing data
- marketing principles
- marketing communications
- legal and ethical issues in marketing.

# Contents

<b>Specification at a glance</b>	<b>1</b>
<b>Knowledge, skills and understanding</b>	<b>2</b>
Content	2
Delivery guidance	19
<b>Assessment</b>	<b>20</b>
Assessment summary	20
Assessment objectives	21
Performance descriptors	22
<b>Entry and assessment information</b>	<b>23</b>
Student entry	23
Combinations of entry	23
Age	23
Resitting the qualification	23
Awarding and reporting	23
Access arrangements, reasonable adjustments and special consideration	24
Access arrangements	24
Reasonable adjustments	24
Special consideration	25
Further information	25
Equality Act 2010 and Pearson equality policy	25
Candidate malpractice	26
Staff/centre malpractice	26
Language of assessment	26
<b>Other information</b>	<b>27</b>
Total Qualification Time (TQT) and Guided Learning Hours (GLH)	27
Student recruitment	27
Prior learning and other requirements	28
Progression	28
Exemptions	28
Codes	28
<b>Support, training and resources</b>	<b>29</b>
<b>Appendix 1: Key words typically used in assessment</b>	<b>31</b>





# Specification at a glance

The Pearson LCCI Level 2 Certificate in Marketing Fundamentals (ASE20200) consists of one externally-examined paper.

Title: Pearson LCCI Level 2 Certificate in Marketing Fundamentals	
<ul style="list-style-type: none"><li>Externally assessed.</li></ul>	100% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"><li>Understanding marketing</li><li>Marketing context</li><li>Marketing research, segmentation and marketing data</li><li>Marketing principles</li><li>Marketing communications</li><li>Legal and ethical issues in marketing.</li></ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"><li>One written, externally-set and marked paper, contributing 100 per cent of the overall grade of the qualification.</li><li>The examination will be 3 hours.</li><li>There will be two sections. Section A includes short-response questions. Section B includes contextualized questions and extended open response questions.</li><li>Students should answer all questions.</li><li>Questions comprise of multiple-choice, short open-response and extended open-response questions.</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>	

# Knowledge, skills and understanding

## Content

---

To prepare students for the final assessment of this qualification, the following content must be covered.

### 1. Understanding marketing

Subject content	What students need to learn
<b>1.1 The nature of marketing</b>	<p>Knowledge and understanding of marketing activities and types of marketing, their applications and importance to a business.</p> <ul style="list-style-type: none"><li>• Definition of marketing:<ul style="list-style-type: none"><li>○ identifying, anticipating and satisfying customer requirements profitably.</li></ul></li><li>• Types of marketing:<ul style="list-style-type: none"><li>○ Business-to-Consumer (B2C) – selling products directly to the customer</li><li>○ Business-to-Business (B2B) – selling products to other businesses</li><li>○ mass marketing – advertising or promoting to a wide variety of audiences, attempting to appeal to all types of customer</li><li>○ niche marketing – aiming a product at a specific type of customer, usually a smaller segment of a larger market.</li></ul></li><li>• Marketing activities:<ul style="list-style-type: none"><li>○ identifying customers</li><li>○ researching their needs and preferences</li><li>○ analysing factors that influence their purchasing decisions</li><li>○ communicating effectively with consumers and customers to stimulate demand, and to persuade them to buy the products<ul style="list-style-type: none"><li>– customer: a person or business who buys products</li></ul></li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>– consumer: a person or business who uses the products they have bought or were bought for them</li> <li>– products: goods and services</li> </ul>
<p><b>1.2 How marketing activities may differ between businesses</b></p>	<p>Knowledge and understanding of factors that may affect the marketing activities of different businesses.</p> <ul style="list-style-type: none"> <li>• Business aims: <ul style="list-style-type: none"> <li>○ for profit: to break even, to survive, to have loyal customers, to maximize profits and forward these profits to owners and shareholders</li> <li>○ not for profit: to ensure that revenue is greater than costs to provide for society's needs</li> </ul> </li> <li>• Scope of business activities: local, national and international.</li> <li>• Purposes: supply of goods or services.</li> <li>• Considerations in marketing activities, to include: <ul style="list-style-type: none"> <li>○ size of budget</li> <li>○ research scope/sample size</li> <li>○ types of media used</li> <li>○ size of marketing team</li> <li>○ use of in-house marketing department or agencies.</li> </ul> </li> </ul>
<p><b>1.3 In-house marketing and marketing agencies</b></p>	<p>Understanding of in-house marketing and external marketing agencies, their activities, advantages and disadvantages of each.</p> <ul style="list-style-type: none"> <li>• In-house marketing: business undertakes marketing itself without the involvement of third parties.</li> <li>• Marketing agency: completes marketing activities on behalf of a business.</li> <li>• Activities: <ul style="list-style-type: none"> <li>○ defining and managing the brand</li> <li>○ conducting campaign management</li> <li>○ conducting customer and market research</li> <li>○ creating content and copywriting</li> <li>○ managing digital marketing</li> <li>○ managing public relations (PR).</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Factors to consider:               <ul style="list-style-type: none"> <li>○ fees/costs</li> <li>○ time</li> <li>○ legal and contractual arrangements</li> <li>○ level of control</li> <li>○ familiarity with the values, mission and marketing objectives of the business</li> <li>○ understanding products of the business</li> <li>○ confidentiality breaches</li> <li>○ conflict of interest</li> <li>○ links to research and media companies</li> <li>○ availability of expertise and specialist skills.</li> </ul> </li> </ul>
<p><b>1.4 Interrelationship between the marketing department and other departments</b></p>	<p>Understand how the marketing department works with other key departments, and why this interrelationship is important to improve business performance.</p> <ul style="list-style-type: none"> <li>• Research and development:               <ul style="list-style-type: none"> <li>○ conduct research</li> <li>○ compile and analyse data</li> <li>○ plan, build and test product ideas.</li> </ul> </li> <li>• Operations:               <ul style="list-style-type: none"> <li>○ plan and produce goods</li> <li>○ plan and provide services</li> <li>○ manage quality</li> <li>○ schedule output to meet demand.</li> </ul> </li> <li>• Procurement:               <ul style="list-style-type: none"> <li>○ procurement of new materials and equipment</li> <li>○ identify new suppliers of raw materials.</li> </ul> </li> <li>• Finance:               <ul style="list-style-type: none"> <li>○ identify financing needs</li> <li>○ produce and monitor budgets</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ pay invoices</li> <li>○ report financial results.</li> <li>● Human resources (HR): <ul style="list-style-type: none"> <li>○ recruit and retain appropriately skilled staff</li> <li>○ train staff</li> <li>○ motivate staff through financial and non-financial rewards.</li> </ul> </li> <li>● Customer service and sales: <ul style="list-style-type: none"> <li>○ gather information on new and developing customer needs</li> <li>○ deal with customer queries and complaints.</li> </ul> </li> </ul>

## 2. Marketing context

Subject content	What students need to learn
<b>2.1 Analysing the internal and external marketing environment</b>	<p>Knowledge and understanding of the internal and external factors affecting marketing, and use of tools to conduct situational analyses to make marketing decisions.</p> <ul style="list-style-type: none"><li>• Internal factors affecting marketing:<ul style="list-style-type: none"><li>○ business objectives</li><li>○ business culture</li><li>○ operational issues</li><li>○ finance</li><li>○ timescales.</li></ul></li><li>• External factors affecting marketing:<ul style="list-style-type: none"><li>○ political and legal forces</li><li>○ economic conditions</li><li>○ social and cultural trends</li><li>○ demographic trends</li><li>○ technological change</li><li>○ competitor actions</li><li>○ ethical considerations.</li></ul></li><li>• Tools for situational analysis to make marketing decisions:<ul style="list-style-type: none"><li>○ Political, Economic, Social, Technological (PEST) – tool used for external analysis</li><li>○ Strengths, Weaknesses, Opportunities, Threats (SWOT) – tool used for internal and external analysis:<ul style="list-style-type: none"><li>– Strengths and Weaknesses – internal analysis</li><li>– Opportunities and Threats – external analysis.</li></ul></li></ul></li></ul>

Subject content	What students need to learn
<p><b>2.2 Setting marketing objectives</b></p>	<p>Understand reasons for setting marketing objectives and set appropriate SMART marketing objectives.</p> <ul style="list-style-type: none"> <li>• Reasons for setting marketing objectives: <ul style="list-style-type: none"> <li>○ maintain/increase sales, market share, profitability</li> <li>○ build/increase brand awareness and loyalty</li> <li>○ develop/launch new products</li> <li>○ target existing/new customers</li> <li>○ enter new markets locally or internationally</li> <li>○ enhance customer relationships</li> <li>○ understand the wants, needs and aspirations of customers</li> <li>○ gain an advantage over competitors</li> <li>○ set goals for the marketing plan</li> <li>○ set goals for staff in the marketing department.</li> </ul> </li> <li>• SMART objectives: <ul style="list-style-type: none"> <li>○ Specific</li> <li>○ Measurable</li> <li>○ Achievable</li> <li>○ Relevant</li> <li>○ Time-bound.</li> </ul> </li> </ul>
<p><b>2.3 Marketing internationally</b></p>	<p>Knowledge and understanding of how and why businesses market internationally, the advantages and disadvantages of doing so, and the challenges they can face.</p> <ul style="list-style-type: none"> <li>• International/global marketing: the process of overseas promoting of the products that a business sells.</li> <li>• Reasons for international marketing: <ul style="list-style-type: none"> <li>○ to communicate effectively with customers in other countries</li> <li>○ to broaden the customer base</li> <li>○ to identify and satisfy customer needs in other countries</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ to increase sales/revenue</li> <li>○ to enter growing markets abroad</li> <li>○ to counteract the decline in the domestic market.</li> <li>● Challenges when marketing internationally: <ul style="list-style-type: none"> <li>○ customers have different needs</li> <li>○ language differences</li> <li>○ cultural differences</li> <li>○ conducting research</li> <li>○ legal requirements and regulations in new countries/territories.</li> </ul> </li> </ul>



### 3. Market research, segmentation and marketing data

Subject content	What students need to learn
<b>3.1 Targeting and segmenting the market</b>	<p>Knowledge and understanding of market research and the importance of identifying appropriate segments to target.</p> <ul style="list-style-type: none"><li>• Conducting customer and market research:<ul style="list-style-type: none"><li>○ qualitative research – data based on individual customer responses</li><li>○ quantitative research – gathering data in a numerical form</li><li>○ primary research – new research carried out directly with potential customers:<ul style="list-style-type: none"><li>– questionnaire</li><li>– survey</li><li>– interview</li><li>– social media platforms</li><li>– focus groups</li><li>– observation/visit</li><li>– trials</li><li>– mystery shopping</li></ul></li><li>○ secondary (desk) research – using existing research from third parties:<ul style="list-style-type: none"><li>– online research (articles, journals, websites)</li><li>– business materials</li><li>– directories</li><li>– market reports</li><li>– sector reports</li><li>– government reports.</li></ul></li></ul></li><li>• Researching the market to identify:<ul style="list-style-type: none"><li>○ size, structure and trends in the market</li><li>○ competitors and their activities</li><li>○ market segments – identifying key differentiators that divide consumers into groups with specific needs and wants:</li></ul></li></ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>– demographic: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group</li> <li>– geographic: location</li> <li>– psychographic: social class, attitudes, lifestyle and personality characteristics</li> <li>– behavioural: spending, consumption, usage, loyalty status and desired benefits</li> <li>– target market – the group of people who are most likely to buy what the business sells.</li> </ul>
<b>3.2 Collating, compiling and presenting data</b>	<p>Compile, present and interpret data accurately and effectively, and understand the importance of accuracy.</p> <ul style="list-style-type: none"> <li>• Data types: <ul style="list-style-type: none"> <li>○ customer</li> <li>○ goods/service</li> <li>○ sales</li> <li>○ competitors</li> <li>○ economy.</li> </ul> </li> <li>• Presenting written and numerical data: <ul style="list-style-type: none"> <li>○ lists and tables</li> <li>○ diagrams</li> <li>○ graphs and charts: line, bar, pie.</li> </ul> </li> <li>• Interpreting data in written, tabular, diagrammatic, graph and chart (line, bar, pie) format.</li> </ul>

## 4. Marketing principles

Subject content	What students need to learn
<p><b>4.1 Marketing principles</b></p>	<p>Knowledge and understanding of the elements of the marketing mix and advantages and disadvantages of different strategies within the marketing mix.</p> <ul style="list-style-type: none"> <li>• The marketing mix:           <ul style="list-style-type: none"> <li>○ the 7Ps – a set of actions that a business uses to promote its brand or product in the market</li> <li>○ the 7Cs – thinking in terms of customers’ interests, being customer-centric.</li> </ul> </li> <li>• Product – customer value:           <ul style="list-style-type: none"> <li>○ goods</li> <li>○ services</li> <li>○ the features, appearance and benefits of goods and services</li> <li>○ packaging</li> <li>○ unique selling point (USP)</li> <li>○ brand – a well-recognised product with unique character, design or image</li> <li>○ branding – the use of a name, logos, trademarks, colours, symbols, images, design and celebrity endorsements to identify a product and differentiate it from its competition, to attract and retain customers</li> <li>○ the stages of the product life cycle:               <ul style="list-style-type: none"> <li>– introduction (including development)</li> <li>– growth</li> <li>– maturity</li> <li>– decline.</li> </ul> </li> </ul> </li> <li>• Price – cost:           <ul style="list-style-type: none"> <li>○ pricing strategies:               <ul style="list-style-type: none"> <li>– penetration: price is set artificially low to gain market share</li> </ul> </li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>– skimming: setting a high price before competitors come into the market</li> <li>– competitor-based: setting a price based on what the competition is charging</li> <li>– cost-plus: adding costs to a mark-up percentage to price a product</li> <li>– premium: using a high price where there is a unique brand</li> <li>– psychological: setting prices slightly lower than rounded numbers or in whole numbers.</li> <li>• Place – convenience: point where products are made available to the customer, how the product is distributed to the customer: <ul style="list-style-type: none"> <li>○ placement options: <ul style="list-style-type: none"> <li>– physical stores</li> <li>– online</li> <li>– both physical stores and online</li> </ul> </li> <li>○ factors to consider when choosing the appropriate place for products: <ul style="list-style-type: none"> <li>– types of customers</li> <li>– types of goods or services</li> <li>– competition</li> <li>– cost.</li> </ul> </li> </ul> </li> <li>• Promotion – communication: how customers are informed about products: <ul style="list-style-type: none"> <li>○ advertising <ul style="list-style-type: none"> <li>– print media</li> <li>– standard and digital billboards</li> <li>– broadcast – TV/radio adverts</li> </ul> </li> <li>○ direct mail</li> <li>○ telephone marketing (telemarketing)</li> <li>○ trade shows, exhibitions, events, presentations</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>○ public relations (PR) activities: <ul style="list-style-type: none"> <li>– press releases</li> <li>– newsletters</li> </ul> </li> <li>○ sponsorship</li> <li>○ special deals, coupons and discounts</li> <li>○ guerrilla marketing</li> <li>○ loyalty programmes</li> <li>○ word of mouth</li> <li>○ digital marketing</li> <li>● Process – coordination: <ul style="list-style-type: none"> <li>○ direct processes – adding value at the customer interface through customer service, interactive websites, electronic point of sale (EPOS) systems</li> <li>○ indirect processes – back-office systems, managing and training staff, manufacturing goods and managing quality</li> <li>○ efficiency of staff</li> <li>○ information flows</li> <li>○ ease of booking and transaction</li> <li>○ operational considerations.</li> </ul> </li> <li>● People – caring: <ul style="list-style-type: none"> <li>○ the effective delivery of service to customers – selection, training and development, empowering and motivating staff, customer feedback.</li> </ul> </li> <li>● Physical environment/evidence – confirmation: <ul style="list-style-type: none"> <li>○ aspect of the physical environment that complements the service-premises, uniform, signage</li> <li>○ tangible products to complement and reinforce services – gifts, souvenirs, mementos.</li> </ul> </li> </ul>

## 5. Marketing communications

Subject content	What students need to learn
<b>5.1 Marketing communication process</b>	<p>Knowledge and understanding of the marketing communication process, and the impact of this on a business.</p> <ul style="list-style-type: none"> <li>• Marketing communication process:               <ul style="list-style-type: none"> <li>○ identification of the target audience</li> <li>○ determination of the communication objectives</li> <li>○ choosing appropriate communication</li> <li>○ designing message content, structure and format</li> <li>○ collecting feedback.</li> </ul> </li> </ul>
<b>5.2 Digital marketing</b>	<p>Knowledge and understanding of types of digital marketing, the reasons for their use, and the advantages and disadvantages of using each.</p> <ul style="list-style-type: none"> <li>• Types of digital marketing:               <ul style="list-style-type: none"> <li>○ online/website advertising</li> <li>○ search engine marketing (SEM)/pay-per-click (PPC) advertising</li> <li>○ search engine optimisation (SEO)</li> <li>○ social media marketing (SMM)</li> <li>○ email marketing/e-blast</li> <li>○ mobile marketing – SMS, MMS, applications (apps)</li> <li>○ blogs/vlogs</li> <li>○ podcasts</li> <li>○ webinars</li> <li>○ videos</li> <li>○ infographics.</li> </ul> </li> </ul>
<b>5.3 Database marketing</b>	<p>Knowledge, understanding and application of database marketing, and the impact on the business of using databases.</p> <ul style="list-style-type: none"> <li>• Database marketing – a form of direct marketing that uses customer information to generate targeted lists for direct marketing communications.</li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Customer information included in databases:               <ul style="list-style-type: none"> <li>○ name, address, phone number, email, purchase histories, information requests, financial information.</li> </ul> </li> <li>• Information obtained through:               <ul style="list-style-type: none"> <li>○ loyalty cards</li> <li>○ store cards</li> <li>○ subscriptions</li> <li>○ contest entry forms</li> <li>○ surveys</li> <li>○ order forms</li> <li>○ product warranty cards</li> <li>○ credit applications</li> <li>○ application forms for free products</li> <li>○ purchase history</li> <li>○ cookies and website tracking.</li> </ul> </li> </ul>
<p><b>5.4 Marketing collateral</b></p>	<p>Knowledge and understanding of marketing collateral and creation and proofreading of marketing copy and collateral in a specified context.</p> <ul style="list-style-type: none"> <li>• Creating content, copywriting and proofreading:               <ul style="list-style-type: none"> <li>○ copy-written content that aims to increase brand awareness and ultimately persuade a person or group to act</li> <li>○ copywriting – writing text (copy) for advertising or other forms of marketing</li> <li>○ proofreading – checking for errors and omissions in written copy materials.</li> </ul> </li> <li>• Marketing collateral – the collection of printed or digital media being used to support the sales of a good or service; media used as part of a marketing strategy:               <ul style="list-style-type: none"> <li>○ stationery – business cards, letterheads, envelopes</li> <li>○ website, blogs</li> <li>○ brochures</li> <li>○ flyers</li> <li>○ price lists and catalogues.</li> </ul> </li> </ul>

Subject content	What students need to learn
	<ul style="list-style-type: none"> <li>• Effective collateral: <ul style="list-style-type: none"> <li>○ sells the goods/experience</li> <li>○ is distinctive</li> <li>○ markets to the target audience</li> <li>○ provides relevant information</li> <li>○ is easy to understand</li> <li>○ is visually appealing; the use of colour and images are appropriate to the product</li> <li>○ enhances the brand</li> <li>○ is correct and current.</li> </ul> </li> <li>• Reasons to update marketing collateral: <ul style="list-style-type: none"> <li>○ to prevent it becoming out of date</li> <li>○ to prevent it becoming non-price competitive</li> <li>○ to remove inaccurate points</li> <li>○ to remove spelling mistakes</li> <li>○ to update availability</li> <li>○ to respond to competitor marketing</li> <li>○ to respond to events/opportunities.</li> </ul> </li> <li>• Key features of effective layout: <ul style="list-style-type: none"> <li>○ simplicity and consistency</li> <li>○ clear font and size</li> <li>○ clear titles and headings</li> <li>○ clear supporting images and graphics</li> <li>○ use of colour when appropriate</li> <li>○ logical flow.</li> </ul> </li> </ul>



Subject content	What students need to learn
<p><b>5.5 Reasons for choosing different types of marketing communications</b></p>	<p>Understanding the reasons businesses may choose different types of marketing communications.</p> <ul style="list-style-type: none"> <li>• Reasons for choosing different types of marketing communications: <ul style="list-style-type: none"> <li>○ impact</li> <li>○ cost effectiveness</li> <li>○ affordability</li> <li>○ potential to reach the target audience</li> <li>○ speed</li> <li>○ versatility.</li> </ul> </li> </ul>

## 6. Legal and ethical issues in marketing

Subject content	What students need to learn
<p><b>6.1 Legal and ethical issues in marketing</b></p>	<p>Understanding of relevant legislation, regulations, codes of practice and ethical issues that apply to marketing.</p> <ul style="list-style-type: none"> <li>• Adverts must not:               <ul style="list-style-type: none"> <li>○ be dishonest or misleading</li> <li>○ be harmful or offensive</li> <li>○ make unverifiable claims</li> <li>○ damage reputation through libel or slander (defamation)</li> <li>○ give inaccurate descriptions of goods and services.</li> </ul> </li> <li>• Issues associated with the marketing of:               <ul style="list-style-type: none"> <li>○ age restricted goods</li> <li>○ products aimed at children: pester power.</li> </ul> </li> <li>• Issues related to keeping databases:               <ul style="list-style-type: none"> <li>○ data protection</li> <li>○ updating information.</li> </ul> </li> <li>• Consequences of failing to address legal and ethical factors:               <ul style="list-style-type: none"> <li>○ adverts can be banned or restricted to time slots</li> <li>○ adverts must be changed</li> <li>○ business must give refunds/exchanges</li> <li>○ business reputation can be damaged.</li> </ul> </li> <li>• Actions to meet relevant legal and ethical requirements:               <ul style="list-style-type: none"> <li>○ pretesting adverts</li> <li>○ proofreaders check against requirements</li> <li>○ employee training.</li> </ul> </li> </ul>

**Note:** Students must be aware of relevant legislation, regulations and codes of practice but the specific names, dates and sections of these will not be assessed.

## Delivery guidance

---

Teachers are encouraged to use a variety of examples and scenarios drawn from the marketing environment.

Marketing scenarios and short case studies can be useful when used in small-group work as they give students the opportunity to work with their peers to identify key issues and how they can be addressed, particularly from the perspective of an individual employee. This can be useful in developing the skills needed to analyse different approaches to workplace issues.

Examinations for this qualification will use the dollar (\$) as standard currency.

# Assessment

## Assessment summary

---

### Pearson LCCI Level 2 Certificate in Marketing Fundamentals

First teaching: January 2019

First assessment: June 2019

Number of series: 4

Availability: April, June, September and November

#### Overview of content

- Understanding marketing
- Marketing context
- Marketing research, segmentation and marketing data
- Marketing principles
- Marketing communications
- Legal and ethical issues in marketing

#### Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 3 hours.
- The examination will consist of 100 marks.
- There are two sections. Section A includes short-response questions. Section B includes contextualized questions and extended open-response questions.
- 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.
- Students answer all questions from all sections.

## Assessment objectives

---

<b>Students must:</b>		<b>% of qualification</b>
<b>A01</b>	<b>Memorise</b> Demonstrate knowledge of marketing activities, processes and concepts.	40
<b>A02</b>	<b>Demonstrate understanding</b> Demonstrate understanding of marketing activities, processes concepts and their uses in context.	40
<b>A03</b>	<b>Perform procedures</b> Manipulate, transcribe and interpret data and recognise and correct errors in written copy.	12
<b>A04</b>	<b>Analyse/evaluate information</b> Analyse information or data and evaluate plans and activities in a business context to make reasoned inferences.	6
<b>A05</b>	<b>Make connections</b> Make connections, apply and integrate marketing principles and concepts to make supported judgements or to create relevant materials.	2
<b>Total</b>		100

There will be a small tolerance applied to these target percentages to ensure that overall assessment difficulty is consistent across each series. The maximum range is +/- 2%.

## Performance descriptors

Grade	Descriptor
Pass	<p>Students will demonstrate knowledge and understanding of factors that affect marketing and apply them in a given context.</p> <p>They can interpret given information to state how the marketing department works with other departments and how this will vary in different businesses.</p> <p>Students will understand key terms related to marketing and will be able to compile, interpret and present basic marketing data, and will produce and edit copy that partially meets the needs identified in the context.</p> <p>They will conduct basic analyses using marketing tools and show basic planning skills linked to a marketing campaign, using the 4Ps and 4Cs of the marketing mix, they will define and set generic objectives appropriate to a given context.</p> <p>Students will be able to identify legal and ethical issues in a marketing context.</p>
Distinction	<p>Students will demonstrate a high level of knowledge and understanding of factors that affect marketing and apply them in context.</p> <p>They will demonstrate a high level of ability to interpret given information and can explain, in detail, how the marketing department works with other departments and the approaches different businesses take to plan and implement marketing decisions.</p> <p>Students will understand key terms related to marketing and will be able to effectively use, compile, interpret and present marketing data to support their analysis, and produce and edit copy that meets the needs identified in the context, showing understanding of why this is needed in marketing.</p> <p>They will conduct well-developed analyses using marketing tools, and show thorough planning skills linked to a marketing campaign using the 4Ps and 4Cs of the marketing mix, they will define and set specific objectives appropriate to a given context.</p> <p>Students will be able to identify legal and ethical issues in a marketing context and explain the problems of failing to meet requirements.</p>

# Entry and assessment information

## Student entry

---

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

The closing date for entries is approximately six weeks before the start of each examination series. Centres should refer to the published examination timetable for examination dates.

## Combinations of entry

---

There are no forbidden combinations of entry for this qualification.

## Age

---

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

## Resitting the qualification

---

Candidates can resit the examination for Pearson LCCI Level 2 Certificate in Marketing Fundamentals (ASE20200). Candidates can be entered immediately for the next series of the next examination for this qualification.

## Awarding and reporting

---

The Pearson LCCI Level 2 Certificate in Marketing Fundamentals (ASE20200) qualification is graded and certificated on a three-grade scale: Pass/Merit/Distinction.

## Access arrangements, reasonable adjustments and special consideration

---

### 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 with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with their duty under 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
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the 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, has untenable 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 or 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 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

---

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 of 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](http://qualifications.pearson.com)

## 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 Form M1* (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 can be posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that 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 our 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 suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (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. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *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

---

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.

## Other information

### **Total Qualification Time (TQT) and Guided Learning Hours (GLH)**

---

For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and GLH are assigned after consultation with users of the qualifications.

This qualification has a TQT value of 150 and a GLH of 120.

### **Student recruitment**

---

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.

## Prior learning and other requirements

---

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 B1 level of English on the Common European Framework of Reference (CEFR). This will support access to the assessment materials and ensure that students are able to communicate responses effectively.

Pearson's *Recognition of prior learning policy and process* document can be found at [qualifications.pearson.com/policies](http://qualifications.pearson.com/policies)

## Progression

---

The progression route for the Pearson LCCI Level 2 Certificate in Marketing Fundamentals is primarily into entry-level employment. However, it may also help with progression routes across the suites, to qualifications such as:

- Pearson LCCI Level 2 Diploma in Marketing
- Pearson LCCI Level 3 Diplomas in Marketing, Marketing Communications, Sales and Marketing, Digital Marketing
- Pearson LCCI Level 3 Advanced Diplomas in Marketing, Marketing Communications, Sales and Marketing, Digital Marketing.

## Exemptions

---

We are seeking exemptions for our qualifications from a number of Professional Bodies. For the latest list of exemptions, please visit the Pearson LCCI website and choose your relevant qualification.

## Codes

---

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: 603/3109/4.

The subject code for Pearson LCCI Level 2 Certificate in Marketing Fundamentals is: ASE20200. The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

# Support, training and resources

## Training

Pearson offers support and training to teachers on the 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 Fundamentals Sample Assessment Materials* document (ISBN 9781446956793) can be downloaded from [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)

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



## Appendix 1: Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Give, State, Name	Learners provide an accurate piece of information.
Identify	Learners indicate the main features or purpose of something, and/or are able to select relevant information from stimulus material.
Define	Learners give a definition of a term or phrase.
What is meant by	Learners provide an extended definition that must contain two separate points.
Describe	Learners give an account of something, such as steps in a process or characteristics. The response should be developed, but does not require justification or reasoning.
Explain	Learners provide reasoning to justify or exemplify a point. The response should be developed using linked points.
Complete	Include the necessary information within a given structure.
Proofread	Identify typographical, grammatical and factual (sense checking) errors in copy.
Draw	Create images, diagrams, graphs or charts based on stimulus material.
Analyse	Learners interpret data looking at potential reasons for trends and summarising findings.
Create	Learners prepare copy based on given stimulus, drawing out the key elements from the context.

September 2018

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121



ISBN 978-1-4469-5678-6  
9 781446 956786 >