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BTEC Nationals IT - Unit3 FAQs

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Q1)

Questions about Learning Aim A content:

“Features, structure and target audience of different social media websites, e.g. Facebook™, Twitter™, LinkedIn®, Google™ + and YouTube™.”

Please can you explain what you mean by the ‘structure’ of different social media websites, and how this is different to ‘features’?

Q1 Answer:

A feature is an individual part of the social networking site. A feature could be something like advertising, website and mobile device integration, search engine optimization, ability to setup a profile on the site and data usage such as analysing the effectiveness of posts etc.

However, the structure is about the individual pages within the site. For example one page of the site may allow users to view and manage their own profile, another page may allow you view other profiles of other users etc.

You could also comment on the structure of the individual pages. You could comment on what is the same on every page and what is different? For example there may be a navigation / search bar at the top of each page, the position of adverts may be in the same position on each page etc.

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Q2)

How are these different?

- communicating with customers
- customer service
- resolving queries and managing issues.

Q2 Answer:

Communicating with customers, customer service and resolving queries and managing issues are all broadly the same. Learners can therefore give examples broadly about communicating with customers. Examples include the use of social networking to communicate with customers with regards to new products or services that they offer, they may allow their customers to contact someone from the company via private or live messaging in order to deal with any problems etc. that they may have. It is worth noting again that you do not need to cover every single bullet point on the unit content.

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Q3)

Learning Aim A assessment: I attach all the information I can find about Learning Aim A assessment. Please can you take a look and let me know if there is anything missing that could be of use to me and my students in completing this assessment, is there a recommended word count?

Q3 Answer:

Unfortunately we don't have the facility for centres to send work for us to mark however, you will be assigned an external verifier and they will be in touch. They are there to help you and they will be able to help you grade work. There is not a set word limit please use the published exemplar to give you an idea.

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Q4)

Is there an exemplar for Learning Aim A assessment?

Q4 Answer:

There is sample marked learner work that is available for this unit.

[Learning Aim A](#)

[Learning Aim B and C](#)

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Q5)

What channels are there for me to get in touch with other Unit 3 teachers to discuss course content and how to deliver?

Q5 Answer:

In terms of networking with other Unit 3 teachers, Pearson have and will continue to run specific unit training. Some of these are online. At the end of each session, there are opportunities for delegates to swap their email addresses with delegates. There is also a Facebook group called '[BTEC Level 3 Computing & IT](#)' which is not administered by Pearson but it will allow you to speak to other teachers who are teaching this unit.

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Q6)

How much time are students to be given to complete the assessment for learning aim A?

Q6 Answer:

It is very difficult to say. The unit is a 90 Guided Learning Hours (GLH) unit and so therefore it is up to you how you wish to divide this time up. In this unit there are a maximum of two summative assignments and as the first assignment covers learning aim A (A.P1, A.P2, A.M1, A.D1) and the second covers learning Aim B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2, BC.D3) I would suggest you spend significantly more time on the second assignment. We would recommend using your own professional judgement here as you will know the learners best.

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Q7)

What are the rules for referencing? Do you expect Harvard referencing or is a bibliography sufficient? If bibliography is sufficient what should students do when quoting sources directly in their assessment?

Q7 Answer:

There is no expectation that learners will use Harvard referencing although we would never stop any learner / centre from using it. It clearly will give learners an advantage if they are going onto further education. Again, there is also no requirement for learners to quote where they are taking references from in their actual assignment. However, we would advise that learners keep a simple bibliography / weblibliography which states what sources they have used. This is usually placed at the very back of their assignment. I know you have looked at the sample marked learner work for unit 3. If you look at page 17 of that document you will see an example bibliography. There is no expectation to do any more than this. Pearson have recently tightened up their plagiarism rules and so therefore this could potentially be used if an issue ever came up.

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Q8)

In the 'essential information for assessment decisions' section it says for pass standard learners will cover all the ways that businesses can use social media (as listed in the unit content). Can I just clarify that this refers to the following bullet points only:

- creating an image or brand
- promoting products and or services
- communicating with customers
- customer service
- resolving queries and managing issues

And because you said the last three are all broadly the same, they only really need to cover three main points for P1?

How many examples would you recommend for each point?

Q8 Answer:

Unit 3, Learning Aim A, Pass criteria. I am not sure how much experience you have teaching BTEC or whether you have taught the older QCF specifications or not. You would not specifically target the PASS criteria and then the MERIT criteria and then the DISTINCTION criteria. The thinking about the new NQF qualifications is that learners always aim for the DISTINCTION criteria but if they don't achieve it then they will fall back to the MERIT or PASS criteria. I am sorry if you already know this but I just wanted to clarify this.

To answer the question, to achieve a PASS, learners must cover all the ways that businesses can use social media (as listed in the unit content). The list that you have suggested is fine but may be quite narrow. I noticed that you have taken this from section A1 of the specification (Social Media Websites). Learners are best using the points that are stated in section A2 of the specification (Business Uses of Social Media) as this would give them more depth to talk about. Their research must also relate to different audience profiles and how the different sites appeal to their different audiences and relate it to how different business can use social media. Using the list in A2 would put them in a better place to do this.

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Q9)

I'm hoping you can give me some guidance for Unit 3 Social Media learning aim A.

On page 33 of the specification it says to obtain the pass criteria you must write about ALL the ways that business can use social media. (as listed in the unit content)

Which then brings me to page 33.

Is A1 bullet points – How businesses can use social media.... P1?

Bullet points – Features of social media websites ... P2

A2 Business use of social media ... M1?

A3 Risks and issues D1?

Q9 Answer:

Unit 3, Learning Aim A, P1. To answer your question, to achieve P1 specifically, learners must cover all the ways that businesses can use social media (as listed in the unit content). Although there are some points under section A1 in the specification, learners are best using the points that are stated in section A2 of the specification (Business Uses of Social Media) as this would give them more depth to talk about. Their research must also relate to different audience profiles and how the different sites appeal to their different audiences and relate it to how different businesses can use social media. Using the list in A2 would put learners in a better place to do this.

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Q10)

I am trying to use the Authorised Assignment Brief for Learning Aim A to grade a mock. I have come to a point which I don't understand as one of the Distinction criteria in the assignment for 3/A.D1 is "Evaluate the business use of social media to interact with customers and promote products or services to a target audience" but the 'grade descriptor; for merit says "learners will present a reasoned and well explained assessment of a range of different ways that a business can use social media to interact with the target audience for their products and/or services." Is the differentiation between merit and distinction just down the comprehensive nature of their answer or is there specific content required for each grade as I noticed some elements e.g. risks only appear in distinction? Sorry if my question is confusing. I am on a waiting list for the course for this unit.

Q10 Answer:

Thank you for your query about BTEC IT Level 3 Unit 3. The way that work is assessed on the new NQF specifications is different to the older QCF specifications. For the new NQF specifications PASS, MERIT and DISTINCTION criteria are now grouped and assessed together on the assignment. When learners are completing their assignment they should therefore always aim for the DISTINCTION criteria. However, if learners have not produced enough evidence for that particular grade then they will fall back on the MERIT criteria and if they have not produced enough for that grade then they will fall back on the PASS criteria.

Therefore a MERIT is a continuation of a PASS and a DISTINCTION is a continuation of a MERIT. This therefore stops learners from simply hitting the PASS or MERIT criteria and then stopping as we want to encourage learners to always aim for the highest grade for their ability. Therefore the thinking is that if learners have achieved a DISTINCTION then they will automatically have achieved the related PASS and MERIT criteria.



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There is some sample marked learner work available for this unit which will confirm this. This is available here:

[Learning Aim A](#)
[Learning Aim B and C](#)

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Q11)

For P2: "They will research the different audience profiles for the main social media sites"

My students have done this but how many sites do they need to discuss audience profiles for in the report?
And how much detail do they need to go into?

"Relate it to how different business can use social media"

To achieve this part of P2 should students give specific examples of businesses and the different sites they are using or can they talk in general terms e.g. high end luxury brands would target sites like Facebook and LinkedIn. And how many examples (either specific or general) should they provide?

Q11 Answer:

To answer your question, in terms of researching different audience profiles I would recommend that learners research 3-4. This should be covered in depth. I would relate it to how different businesses use social media in general times. Therefore your example of high end luxury brands would use..... toys for teenagers would be advertised on.... etc. is fine.

There is some sample marked learner work for this unit which will show an example of how to achieve P2. This can be found using the following links.

[Learning Aim A](#)
[Learning Aim B and C](#)

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Q12)

Students have completed the first assignment targeting Learning Aim A and have been fairly successful at this. The work sheets on your website have proved quite useful. We have started to look at the Learning Aim B and this is where the issues have started.

Performance data of social media is also difficult to obtain, Google AdWords is no longer free and so I have found the aspect of key words difficult to deliver. I am also struggling to find an appropriate social media site that the students can use to develop their plan into reality.

The sixth form is part of a secondary school and the Academy Trust Directors are very clear about internet filtering and access and our students do not have access to Facebook or Twitter in school. The result is that I need to find some kind of resource that the students can use to build their social media site. I was wondering if it would be acceptable for them to use the newly launched Google sites which is essentially a web site so not a real social media website.



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Q12 Answer:

Thank you for your query. We understand that some centres are having difficulty in giving their learners access to social networking sites. All standards verified have received training this year and have been told to allow centres to be flexible on this unit.

In terms of developing the plan and choosing which site to use it simply has to allow for 'interaction.' You are allowed to give learners simulated interaction and audience profiles data. You can look at what posts they have created and then simulate data based on their posts and then let them comment on this rather than trying to get actual data. This is what was done in the same assessment material.

As you are not allowed to use Facebook or Twitter, I am therefore assuming that the other major ones like YouTube or Instagram are also blocked?

Have you exhausted all other social networking sites such as:

- Google+ - Using circles, central stream, collections, hangouts
- LinkedIn - professional profiles, business pages, searching etc.
- Pinterest - scrapbook/pin boards, pins, searching etc.

Google+ is fairly friendly and if you use Gmail in your centre you are already halfway there with this one. You could use Google Sites however this may take them longer to set up. If you are going to use this it must allow for interaction with the user. The focus must stay on interacting with others and not about website design.

An alternative (and no way a perfect solution) would be to take your learners off site for a day to a centre / conference room where they could access social networking sites and collect the evidence they need in one day. Then afterwards you could then give them simulated data for them to comment on.

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Q13)

1. The P1 criteria asks students to explain the different ways in which a business can use social media. However, in the specification in A1 there is a section called how businesses use social media, then a section called the features of social media. It also has a section A2 which is called business uses of social. Do all of these sections need to be addressed in P1?

2.a. In the essential information for assessment decisions on P45 of the specification it states that students should cover all of the ways that businesses can use social media. Is this accurate? And does every section need to be supported by real life examples?

2b. I ask the question above as when I have looked through the marked sample assessment material for this unit. The work does not cover all of the criteria, but yet has been awarded a P1 grade. Can I have some guidance on what I should accept as adequate for achieving the criteria as the specification and marked sample assessment material seem to be at odds with each other?

Q13 Answer:

To answer your first question, to achieve P1 specifically, learners must cover all the ways that businesses can use social media (as listed in the unit content). Although there are some points under section A1 in the specification, learners are best using the points that are stated in section A2 of the specification (Business Uses of Social Media) as this would give them more depth to talk about. Their research must also relate to different



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audience profiles and how the different sites appeal to their different audiences and relate it to how different businesses can use social media. Using the list in A2 would put learners in a better place to do this.

To answer your second question, it difficult to say how many points they should cover as it must relate to the specific assignment. The Sample Marked Learner work that you referred to in your email was based on the authorised assignment brief for this unit. If you are using the authorised assignment brief then the sample marked learner work will give you an idea of what is adequate. For this particular section I would say around 3/4 of the headings should be covered to the same depth that is in the sample work. To clarify another question you asked, they don't need to support every section with a real life example but I would recommend that they do with most.

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Q14)

What we actually need is clarification about the type of evidence students are required to include in their work to support the key words they have decided to use in their client's suggested multimedia campaign.

The problem we have found is that Google AdWords now expects users, as part of the initial account set up, to include billing data such as credit card details. Obviously we can't expect our students to do this.

We have explored a number of free options including this one:
<https://freekeywords.wordtracker.com/>

As you will see, it doesn't really provided any data that is usable unless, the real data is "unlocked" by subscribing. Can you please clarify how you expect students to deal with this problem and what evidence they require?

Q14 Answer:

You could use <https://freekeywords.wordtracker.com/> as you have suggested. I know you get limited searches but this is refreshed each day and so learners may need to keep going back into the site. They could use this as part of their planning to show that they have an awareness of keywords and what keywords to choose. They could type in different keywords and then see what volume it has received. They can do this for several keywords and then make critical decisions about the best keywords to use. This will therefore show they have an awareness of keywords. As part of this site it will show the volume of each key work by month.

They could therefore say things like:

- As you can see the word xxx is very popular in the month xxx.
- I think this is because xxxxx.
- I was surprised at the volume that the keyword xxx had achieved.
- I think this is because xxxx.
- Initially I was going to use xxxx however I now think this is not the best because xxx.

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Q15)

It really does not solve the problem of doing keyword research. In addition Edmondo does not appear to have a system to track likes, shares, following (equivalent to Facebook insights) thus providing data on days and times when target audience is likely to be looking at social media. Google blogger will in fact do this and we are considering this for the actual implementation of the plan. The problem of simulated data to study the ideas behind keyword planning and insights data has always been an issue with this course especially in a school where we have a fairly tied down network in terms of social media for child protection issues.

Q15 Answer:

We understand that schools especially have very tight network restrictions. In terms of developing the plan and choosing which site to use it simply has to allow for 'interaction.' As you are not allowed to use the more popular social networking sites such as Facebook or Twitter, have you exhausted all other social networking sites such as:

- Google+ - Using circles, central stream, collections, hangouts
- LinkedIn - professional profiles, business pages, searching etc.
- Pinterest - scrapbook/pin boards, pins, searching etc.

Google+ is fairly friendly and if you use Gmail in your centre you are already halfway there with this one. An alternative (and no way a perfect solution) would be to take your learners off site for a day to a centre / conference room where they could access social networking sites, set up the site and then collect the evidence they need in one day. Then afterwards you could then give them simulated data for them to comment on. Using Google blogger would be fine to implement the plan.

Don't worry about collecting data to analyse such as the number of views, likes etc. While this data is necessary to pass the unit, you can give students some simulated data for them to analyse. This is what the author of the sample marked learner work did. You can look at what posts they have created and then simulate data based on their posts and then let them comment on this rather than trying to get actual data.

You could use <https://freekeywords.wordtracker.com/> to carryout keyword searches. I know you get limited searches but this is refreshed each day and so learners may need to keep going back into the site. They could use this as part of their planning to show that they have an awareness of keywords and what keywords to choose. They could type in different keywords and then see what volume it has received. They can do this for several keywords and then make critical decisions about the best keywords to use. This will therefore show they have an awareness of keywords. As part of this site it will show the volume of each key work by month.

They could therefore say things like:

- As you can see the word xxx is very popular in the month xxx.
- I think this is because xxxxx.
- I was surprised at the volume that the keyword xxx had achieved.
- I think this is because xxxx.
- Initially I was going to use xxxx however I now think this is not the best because xxx.

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Q16)

I have an issue with the "select a variety of social media websites" even the exemplar is not conclusive as the plan includes it but the evidence make no reference.



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I can overcome this (adding a YouTube account / linking to Twitter) but cannot see how this would impact on the assessment criteria regardless of this extra content. I'm convinced this wording has probably been caused by an amendment as the specifications were created. If I need sites fine but I think someone should look at the approved brief if stop multiple centres making the error as they pick up the new spec

Q16 Answer:

A lot of centres are really struggling to get access to social networking sites. Therefore to ask centres to use several would be unrealistic. One social network will be enough. The focus is really about content production, designing the posts, taking into account the legal and ethical implications etc. that could be placed/applied to any social networking site and how they will help the business. Clearly having more than one site would benefit the learners but we understand the complications that centres have.

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Q17)

I am reluctant to start writing an assignment brief as I am not confident that it will be fit for purpose? Where can I find authorised assignment briefs?

Q17 Answer:

If you start with the authorised assignment briefs you will be able to customise these to fit your students and your centre, if you have not already done so I would strongly recommend that you start with the authorised assignment briefs that can be found here:

[Unit3 AAB for LA A Using Social Media in Business \(Version2 June 2016\)](#)

[Unit 3 AAB for LA B & C Using Social Media in Business \(Version 3 Oct 2016\)](#)

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Q18)

I have read the spec, seen example work attended the online preparing to teach course but I am still very confused about what the students are expected to produce for M3.

Q18 Answer:

Further guidance for BTEC IT, NQF, Level 3, Unit 3, M3. C2 of the unit content gives you a list that would be perfect for this assessment objective.

Format:

Learners can create content to go on their site. This can include text (posts), images and videos using correct file formats for the images and videos. A screenshot of their file formats would be good with some explanation as to why those particular file formats have been chosen.

Optimise:

For each item that they have produced they can then optimise it. Again a screenshot showing the before and after with some explanation would be great. For example any unnecessary text / formatting has been removed to make it easier to read from mobile mobiles/tablets etc, images could be made smaller, some parts of the image has been removed so that the meaning of the image can still be understood if accessed from a mobile



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phone, videos can be split / trimmed so that only the most important / most essential content is displayed and to ensure the download time is reduced by smaller file sizes. They could even test their site on another platform and again provide screenshots and some explanation as to what has worked / not worked.

Features:

Students could show that they have used a range of different features from their chosen site. For example use of likes, comments, polls etc. If they don't have access to a social networking site then they can simply give a full description of the features that they would have used.

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Q19)

Planning and publishing appears both in B1 and B3 of the specification so am not sure how the content should be different from b1 and b3.

Q19 Answer:

Although all of the unit content should be delivered, the learners will not be assessed on all of it. You will pick which are the most relevant to the assignment. Your standards verifier will not expect to see every single bullet point in the unit content in the learner work.

B1 - This is the general planning and the big reasons why the whole social networking site is needed. If you look at slides 2-4 of the sample marked learner work, the learner has given general information about the business, stated the business aims etc.

B3 - This is a breakdown of B1 and planning the content to meet the needs of the business. Slides 5 onwards in the sample marked learner work do this. The learner has done the planning about their social networking site. They have said why they intend to use social networking for, identified a target audience, a posting schedule, time plan, keyword strategy, when things will be implemented etc.

If you really wanted to ensure that B1 and B3 are covered here are some suggested headings they could use in their assignment:

- General business Requirements
- Identifying which social networking sites will be used (and if it will link to other online sites/communities)
- Who the target audience is
- What content will be posted (and why this is relevant to the target audience)
- Key Word Strategy (and why the key words they have chosen are the best)
- Publishing schedule (and why the times stated are the best times)

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Q20)

Regarding the relevance of the AdWords content in assignment BC of Unit 3. In the past I have used Adwords for a number of websites, but have never used it in a social media context. The relevance seems a bit tenuous and Adwords would be a far more suited tool for Ecommerce and SEO/Marketing type units? In the exemplar on the website, the examiner has commented on its use, but made no comment to Adwords' relevance and



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how it affects the social media plan. As it also features in the text book I'm concerned I've missed the point of Adwords somewhere? Any advice/guidance on the topic would be greatly appreciated.

Q20 Answer:

Yes you are correct the examiner for the Sample Marked Learner Work (SMLW) did comment on the use of Adwords however did not comment on its relevance to how it affects the social media plan. This is because the SMLW that is on the Pearson website for IT Unit 3 Learning Aim B/C is only a PASS example and therefore would meet 3.B.P3. If you look at 3.B.M2 they would need to justify the planning decisions and for 3.BC.D2 they would need to evaluate the plan and use of social media. Therefore it would be expected that for MERIT and DISTINCTION grades, learners will start to back up their decisions and justify why they have made the decisions that they have. Therefore they could use evidence that they have researched using Adwords to be able to do this.

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Q21)

In the specification; in the section '*Further information for teachers and assessors*' for pass level it says: '*Learners must collect and review a range of data using features such as Facebook Insights, Google Analytics and Twitter Analytics, showing the interaction that individual posts have created and the profile of their audience. This data will be used to optimise their future posts, for example by adjusting the wording, content and timing of posts, as well as demonstrating use of any other new features.*'

I thought it was possible that they don't need to actually create the social media business page just plan it? Therefore, how we can generate the insights data?

Q21 Answer:

We understand how difficult it is for some centres to get access to a social networking site. Therefore what you can do is look at their posts and give them simulated data for them to comment on. For example you could tell them how many likes they have had, some example comments etc, and then they can comment on them. They are being assessed on being able to analyse data and therefore they can do this on collecting the data themselves or by being given the data. This is what was done in the sample marked learner work.

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Q22)

I am a bit confused about the level of detail required for Aim B/C Task - D2? The assignment title says that they have to evaluate the plan and use of social media against business requirements. On the exemplar student work, the evaluation for this (page 20) seems extremely small? Although, there has been discussion about the business requirements throughout. But yet it states that the D2 has been awarded on the assessment record sheet. Is this correct? It also says that C.M3 hasn't been awarded, but there is no mention of it in the IV assessment decisions? Whereas, they so state that D2 needs to be awarded.

Could you please clarify whether the M3 work in the sample learner material is adequate, and whether D2 (page 20 evaluation) is adequate and if not what else they need to add?



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Q22 Answer:

Please check that you are assessing the most up-to-date Sample Marked Learner Work (SMLW) on the Pearson website rather than the OCSA standardisation materials? If you are looking at the OCSA standardisation materials then this document contains errors on purpose as it's used as a training document and therefore centres need to work through this and spot the errors and then cross reference them against the commentary. Therefore the errors that you have spotted are correct. Have you seen the commentary?

The commentary on page 5 states that BC.D2 has not been achieved. It states that "To meet the requirements of this criterion learners need to evaluate their plan and its implementation. They have provided an evaluation at the end of the main assignment document but it is rather brief and generic. An evaluation needs to be more specific giving reasoned explanations as to what was good and not so good in both the planning and implementation of the social media campaign. It should also draw some conclusions which is backed up by specific evidence. Please refer to the Essential information for assessment decisions for further clarification on the required level of response for this criterion."

C.M3 has also not been achieved. It states that "Learners will apply their knowledge through selection and application of appropriate tools and techniques to optimise the effectiveness of their future posts and other social media features. They will make accurate and reasoned suggestions as to how the outcomes could be improved if the task were to be repeated'. While the learner has identified that they need to improve their postings in the future based on the review of the data provided and collected, they have not provided any examples of how they would actually do this. To cover this criterion learners need to produce some content for posting and/or optimised profiles that show how they have applied what they have learnt from the review of the data on social media usage."

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Q23)

1. Do students choose which business they want to plan a strategy for or do teachers give them a business scenario?
2. Is it preferable if the business is a real business or does it make no difference at all?
3. If students can choose the business and it doesn't matter if it is a real business or not then students should come up with: name of business, type of business, location and business aims, correct? From there on teacher will act as business owner using above info as provided by student.

Q23 Answer:

Students are not expected to plan and implement a social media site for a real life business. They can if they wish but would recommend they ask the business for their permission. Students can therefore set up their own 'pretend' business and plan and implement a social media strategy for that.

It would benefit the learners if they did post the content on a social media site. However we understand that lots of centres are having difficulty giving their learners access to a social networking site. Therefore learners can therefore prepare the posts (but not actually post them). This is what was done in the sample marked learner work.

If they are posting on live social networking sites they should not have a problem as they will have statistics such as the number of likes, views, comments etc. However if students are not posting on live social networking sites or are using sites that give limited interaction data then you can give learners simulated data



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for them to comment on. You can read their posts and then give them data such as the number of likes, emotions people have left etc and learner can comment on that.

If you have not already seen the Sample Marked Learner Work for this unit, it can be found here:

[Learning Aim A](#)

[Learning Aim B and C](#)

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Q24)

I am using sample assessment material to run mocks for my students and I need to give them results that include what grade they have achieved? At very least I need to know what a Pass mark is. Can you help?

Q24 Answer:

Grade boundaries are only known after awarding of any live assessment, since the Sample Assessment Material (SAM) is never awarded, these will not have grade boundaries and it is not possible to provide them.

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Q25)

I am unsure on how to approach M3 (Optimise the content, format and features of social media which meet the requirements of the plan). One option was getting pupils to save their images in a suitable file format for each social media site, or there was an image that looked at how content could be optimised (in terms of dimensions) to fit Facebook for example? eg. Profile picture, cover picture, posts etc.?

Q25 Answer:

Format - Learners can create content to go on their site. This can include text (posts), images and videos using correct file formats for the images and videos. A screenshot of their file formats would be good with some explanation as to why those particular file formats have been chosen.

Optimise - For each item that they have produced they can then optimise it. Again a screenshot showing the before and after with some explanation would be great. For example any unnecessary text / formatting has been removed to make it easier to read from mobile mobiles/tablets etc, images could be made smaller / some parts of the image has been removed so that the meaning of the image can still be understood if accessed from a mobile phone, videos can be split / trimmed so that only the most important / most essential content is displayed and to ensure the download time is reduced by smaller file sizes. They could even test their site on another platform and again provide screenshots and some explanation as to what has worked / not worked.

Features - Students could show that they have used a range of different features from their chosen site. For example use of likes, comments, polls etc. If they don't have access to a social networking site then they can simply give a full description of the features that they would have used.

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Q26)

We are unsure how this will work in the assessments. If we use a fake client, we are unsure as to how we could generate meaningful traffic and awareness, and if we use real clients we are concerned about the impact anything negative or unprofessional (would have on their profile and business. We have a small client happy to work with us on this, so the planning and interaction with client elements will be no problem, but we are struggling to visualise how 40-60 students could create meaningful social media profiles that could be used in the assessment but not go live to conflict with the existing work the business does?

Q26 Answer:

Learners are not expected to plan and implement a social media site for a real life business. They can if they wish but we would recommend they ask the business for their permission. Students can therefore set up their own 'pretend' business and plan and implement a social media strategy for that. It would benefit the learners if they did post the content on a social media site. However we understand that lots of centres are having difficulty giving their learners access to a social networking site. Therefore learners can prepare the posts (but not actually post them). This is what was done in the sample marked learner work on the website.

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Q27)

Please would it be possible to provide some clarification on what evidence is required to meet the third distinction criteria.

D3 - Demonstrate individual responsibility, creativity, and effective self-management in the planning and use of social media in a business context.

Q27 Answer

This could also be evidence through:

- Learners looking at what is required and coming up with a time plan on their own and then actively putting steps into place when they start to fall behind.
- They could review interaction data on their own and then plan posts to exploit this further without direction from the teacher.
- Setting up the social networking sites on their own without the direction from the teacher.
- They could take responsibility for the business and setup necessary permissions -e.g. by ensuring that all posts are moderated etc.
- Coming up with the content on their own based on independent research.
- Learners could interview the client and then actively respond to their needs with creative solutions without direction from the teacher.
- Learners could evaluate how successful a particular post was and then create more effective ones on their own.
- A lot of this objective could be witnessed via a witness statement or simply a diary entry where the learner states their thoughts and what they decided to do over a period of time.

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Q28)

1. The exemplar material says two students worked on the same business. Is this acceptable for their real assignment?
2. B3 Content planning and publishing - students tried to access adwords but needed to create an account which asked them for a website. So they didn't use it instead came up with their own keyword strategy with the help of this website: <https://www.searchenginepeople.com/blog/adowrds-keyword-research-tool.html> Is this sufficient?
3. C2 Content creation and publication - Integration of information across company e-commerce website and social media websites. How are students supposed to do this as they will not have an ecommerce website or other social media sites?
4. In a previous email I was told that 3-4 posts need to be original. Can I please clarify what constitutes as original work? Students need to take the photo themselves, create a video themselves, and create a poster themselves. Can they use a site like canvas? Would this be seen as an original post?
5. C3 Implementation of online community building - how do they document what they have done for this? By taking screenshots? Should they be explaining each one? Or could this be done in the evaluation?

Q28 Answer

1. Yes it is acceptable for two students to create a social networking site for the same business as long as each student creates a different site.
2. Students don't need to use adwords. As long as they have shown an awareness then that is fine. The method that you have suggested will work fine.
3. Students could have a link to either a 'dummy' website or to a website that does not exist. This is not something that is assessed but they have at least shown awareness of integration.
4. An original post is text, images and videos that they have created themselves. Their posts can largely be text based with possibly 1 image and video. The video could literally be a couple of seconds long. It doesn't need to be extensive.
5. The ideal form would be screenshots and written descriptions. They could also use screen recording software to record themselves implementing it and then either use narration or text.

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Q29)

Optimisation - do they have to show that they have optimised all files or can they provide a statement that they are aware that this happens automatically in Facebook when they upload?

Our students have changed the posting plan after feedback. I am also interpreting the term 'optimisation' in this way.

B.M2 'Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements. - How far in detail do they have to go with this? Not sure on the depth or minimum number of points to be made to achieve the Merit here.

Q29 Answer

Optimisation; the focus should still be on quality as having poor quality media on a business social networking site may appear to look unprofessional. For each item that they have produced they can then optimise it. A screenshot showing the before and after with some explanation would be needed. For example any unnecessary text or formatting has been removed to make it easier to read from mobile mobiles/tablets



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etc., images could be made smaller or some parts of the image removed so that the meaning of the image can still be understood if accessed from a mobile phone, videos can be split or trimmed so that only the most important and most essential content is displayed and to ensure the download time is reduced by smaller file sizes. They could even test their site on another platform and again provide screenshots and some explanation as to what has worked and not worked.

Justifying Decisions; For B.M2 this would have to be fairly detailed. This could be done in a table. They could list all of the business requirements in one column and then how it will be fulfilled in the other column. It would depend on how many requirements they have. For example if they have 6 or 7 requirements, it would be expected that they write a detailed paragraph for each and then provide evidence. If they have done any research then they can link this to their research to back up their points.

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