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# Level 3 Technical Level

# **BUSINESS: MARKETING**

Unit 2 Marketing principles  
Unit Y/506/6086  
Report on the Examination

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6086  
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## General Comments

The examination performed as was expected, and in line with previous series. In general, most students were able to demonstrate some understanding of the syllabus requirements. More students on this than previous series were able to access the higher- level marks of evaluation in the essay style final questions. It would be prudent for centres to look over past papers and mark schemes to understand where marks are awarded.

## Section A

### Questions 1-8

The multiple-choice questions performed as would be expected, with many students gaining at least 5/8 of the marks available here. Again, as have been the trend over the past couple of series. Fewer students have been able to gain full marks, showing the challenge of MCQ.

### Question 9

This was the most accessible out of the shorter answer questions, students seem to be happier talking about the supplier relationship. The more successful students were able to comment on the benefit of a good relationship between a business and suppliers, i.e. what it can lead to. Least successful students just described the idea.

### Question 10

This question proved to provide a better range of marks, as it was more challenging. Some students were able to talk about the benefit of a co-ordinated marking mix, where-as weaker students purely focused on showing their knowledge of the marking mix.

### Question 11

This question appeared to perform well, many students were able to show good understanding of the internal marketing environment, however in some cases the least able students listed their knowledge rather than analysing the importance. The most successful students were able to use the context of the question to analyse the importance of this to the business.

### Question 12

In general, there was some good understanding of research, this is now a well-tested area of the specification. The least successful students however were unable discuss the usefulness of the research and purely listed some benefits. The most successful students were able to select information and use it to analyse their answer to look at the usefulness for Alex.

### Question 13

This was generally an accessible question. With many students accessing level 2 and 3. Again this is an area that has now been well tested, and that both students and centres should be familiar with.

### Question 14

This question was an area of the syllabus that all students seemed to be able to access. Only a few students found themselves stuck with level 1 marks. Promotion is a topic area that students

seem to understand well, and they were able to link the impact of the competitors' actions to Matt's business.

**Question 15**

This question provided some very pleasing answers, with many students being able to access level 3. Supplier relations appears to be an area that students understand well. They were able to link the impact of this to the street food van business.

**Question 16**

This question proved more difficult for some students, with many being stuck around the 2-3 marks as they were unable to look at a not-for-profit organisation using a direct channel of marketing. Many students therefore just gained knowledge marks. Some students however were able to analyse the importance of this channel for a not-for-profit.

**Question 17**

Successful students here were able to understand the demands of the question well and were able to gain both knowledge and application marks. Less able students did not move any further than here, mainly making an unsupported judgement about whether Jenny has made the right decision. More able students were able to gain the top levels by looking at both sides of the argument and justifying whether Jenny made the correct decision.

**Question 18**

More successful students here were able to pick apart and focus on the demands of the question in terms of how Simon could increase the revenue of his restaurant. They understood different marketing mixes and how to argue the pros and cons of each. Less successful students merely described the different marketing mixes, therefore gaining just knowledge and application marks. It would seem that many students also had plenty of time, with many students using extra pages.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

### **Converting Marks into UMS marks (*delete if appropriate*)**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.  
[UMS conversion calculator](#)