



CAM Diploma

123 – Advertising

Senior Examiner Assessment Review Report June 2010



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UNIT NAME: Advertising

AWARD NAME: CAM Diploma

DATE: June 2010

- **Background to the paper:**

This examination is based on the syllabus introduced in December 2005, with minor revisions during 2009.

The format of the examination requires candidates to answer a compulsory question based on a short case study, which carries 50% of the marks, and two questions from a choice of four, each carrying 25% marks.

All tasks are clearly related to specific syllabus elements. The format represents a fair test of candidates' knowledge and application. Examination questions are planned such that, over a period of time all aspects of the syllabus are tested.

The pass rates for this examination have varied between 67% and 79% in the past five examination sessions. In June 2010 the pass rate was 79%.

- **Comments on how the marking scheme was applied in terms of:**

- Concept, Application and Evaluation
- Syllabus coverage
- Use of command words and the extent to which answers reflected what was required
- The relative weighting of each part of a question/task and an indication of what aspects of the question/task required most care and attention
- What differentiated the A, B, C, or D grades

Generic approach

The Part A question is based around a short case study and gives the candidate an opportunity to apply theory to a context. This tends to focus on aspects of communications planning.

Part B questions enable candidates to display knowledge and application to specific aspects of the syllabus.

At this level it is expected that candidates should be conversant with the syllabus concepts and be able to apply those concepts to the context of the question.

Command words

Candidates need to carefully consider words used within each task, eg

Discuss the messages...

Recommend, with justification, three communication...

Identify and explain three research...

Describe four pieces of legislation...

Outline three separate ways...

Syllabus elements

The syllabus weighting for this unit is

Advertising – 30%

Planning process and techniques – 30%

Budgets, controls, measures – 20%

Legal aspects – 20%

All these areas were in the exam, and over a period of time candidates can expect each aspect of the syllabus to be examined.

Exam format

The examination requires candidates to answer a compulsory question based on a short case study, which carries 50% of the marks, and two questions from a choice of four, each carrying 25% marks.

It is important that candidates allocate their time appropriately throughout the paper. Most candidates exhibited good time planning although there were some where it was evident that time had not been managed well.

In the June 2010 examination the questions dealt with the following:

Question One	This was a case study on the rebranding of a chain of garden centres. Topics covered were:	
Part a	Audience identification	(15 marks)
Part b	Determining objectives	(10 marks)
Part c	Discussing message formulation	(10 marks)
Part d	The role of electronic media	(15 marks)
		(1.3, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.6, 2.7, 2.10)
Question Two	The case for justifying public money being spent on advertising	(25 marks)
		(1.2, 1.9, 2.1, 2.2, 2.8)
Question Three	International advertising campaigns and methods of handling	(25 marks)
		(1.10, 2.3, 2.8)
Question Four	The pros and cons inertia budgeting	(6 marks)
	The requirements before setting a budget	(19 marks)
		(3.5)
Question Five	The structure and functions of an agency	(25 marks)
		(1.3, 1.4, 1.5)

Grade differentiation

The A, B, and C (pass) grades are differentiated by various things.

A grades displayed knowledge of the concepts and answers were closely related to the context of the question; moreover answers were expressed with clarity, which demonstrated professionalism and conversancy with the topic being tested.

B grades again displayed knowledge of the concepts but answers were often less closely related to the context of the question; the element of professionalism and conversancy was less apparent.

C grades tended towards displaying knowledge and contextualising but one or the other tended to be weak.

D and E grades (marginal fails and near-marginal fails) usually displayed some gaps in knowledge and/or lacked the level of contextualisation required by the examiners.

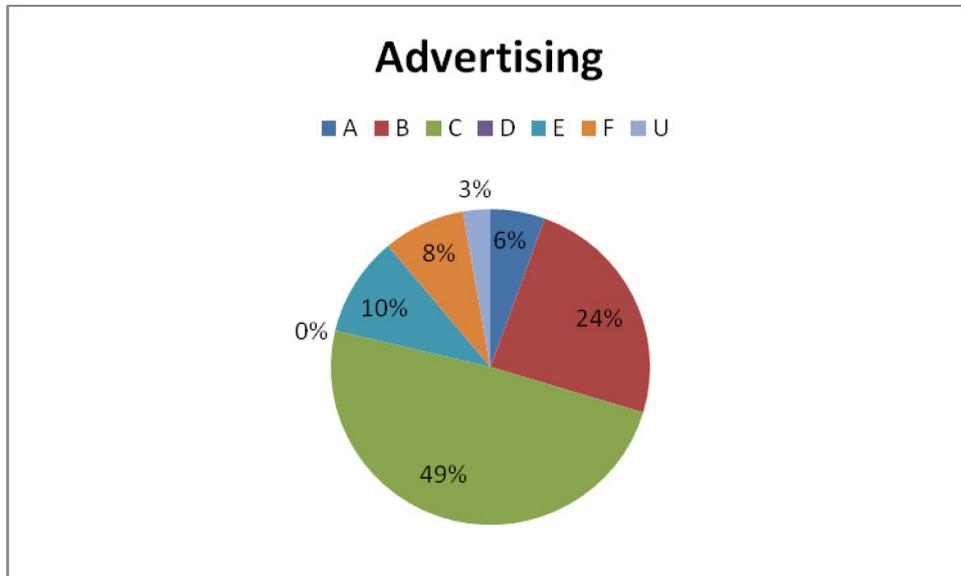
Common faults that tended to earn low marks include:

- Poor structure to the answer
- Lack of contextualisation
- Failing to answer the question as set; it appears that some candidates may have a gap in their knowledge and consequently give an answer about what they do know but which does not relate to the question
- Not answering the question in the form required, eg writing an essay when notes for a presentation have been requested
- Merging different parts of the question (this also makes it difficult for examiners to separate answers)
- Not discussing the theory
- Failing to supply arguments for recommendations
- Poor expression of ideas, where what is said remains ambiguous
- Failure to provide examples or make it clear that the theory is understood

- **A general overview of how the assessment (exam or assignment) was tackled, including a statistical analysis on the assessment as a whole.**

The overall pass rate for the June paper was 78.70%

The grade profile was as follows:



Most candidates had prepared well for the exam and demonstrated knowledge of the topics and an ability to answer the questions in the context given.

Those candidates with poor results tended to be for the following reasons:

- Poor preparation of all aspects of the syllabus
- Inability to apply knowledge to the context of the question
- Lack of examples to indicate understanding (particularly when examples had been requested in the question)
- Poor time management

- **Feedback on the academic quality of the cohort(s) that has just been examined and the quality of the teaching, as judged by the results**

The steady pass rate and the comparatively even spread across centres indicate that most centres have been up the learning curve of the syllabus and are teaching to a satisfactory level.

Those candidates that passed showed sound knowledge of the underlying theories.

The compulsory Question One, which concerns aspects of campaign planning, is usually well covered by the candidates. The majority of candidates had a good grasp on defining an appropriate consumer audience in demographic and psychographic terms (although many, whilst recognising that gardening is a pursuit suited to the retired had a cut-off age demographic of 60). The identification of marketing communications objectives were also well covered, although some candidates had difficulty in separating a marketing objective from a marketing communication objective, and wrote little on the message or positioning, ie how does the company wish to be seen. The high standard of discussion of a rational or emotional message approach indicated a good understanding of this aspect of the syllabus. What was very pleasing was the clarity with which the use of electronic media was argued.

Question Two required candidates to argue the case for advertising. The handling of this question was variable, and was a test of those who have acquired an in-depth appreciation of the subject. It was not a particularly popular question.

Question Three was very mixed. Some clearly identified the issues between countries (language, culture, socio-economic, legal, degree of product acceptance, degree of market development) and went on to discuss central direction and local implementation. Others treated the question as an import/export issue, ie talked of PESTEL which led to marketing issues between countries being discussed rather than marketing communications. It was important for candidates to name the country they were using as an example, otherwise the answer lacked a specific context.

Question Four which was about the setting of budgets was mostly well answered. However, some candidates seemed thrown to be asked for the initial information required in order to set a budget.

Question Five required knowledge of how agencies are structured and how they work. Generally this was an area about which candidates had good knowledge, although there were too many who confused job titles, eg Creative Director and Art Director. Candidates were asked to provide slides with notes for a presentation. Whilst most provided the answer in this form many resorted to an essay format.

Measurement of campaign effectiveness is an increasingly important aspect of marketing communications and the expectation should be that it will be examined in future papers.

- **Commentary as to whether recommendations made in previous years have been properly followed up**

Evaluation is an area that in the past I have highlighted room for improvement.

Aspects of objective setting, target audience definition and message analysis are, I believe, being well taught and position candidates well to provide good answers to Question One.

- **Comments and examples of:**
 - strengths and good practice
 - common mistakes when tackling this type of question/task

Strengths:

Incidences of time management issues were few.
 Most candidates read and answered the question set.
 There was good evidence that most candidates planned the structure of their answers; evidenced either by a well thought-through answer or rough-work prior to answering the question.
 Most candidates demonstrated a fair understanding of the theory.
 There was a plentiful supply of up-to-date examples to illustrate points in the answer.
 Some papers provided good arguments for what was being proposed.
 Many candidates displayed conversancy with current practice in the industry, particularly the impact of new media.

Weaknesses:

Some candidates displayed only a passing knowledge of advertising theories.
 There were still some questions where candidates did not contextualise their answers. It is important when recommending a course of action that reasons are given for that decision. Some answers were not structured; at worst this led to a rambling answer without point. An answer of fewer than eight lines for a section of a question is unlikely to have the level of depth required by the examiner. It is important for the candidate to explain the meanings of terms before going on to answer the question.

As was indicated earlier in this report, the June 2010 examination dealt with the following questions:

Question One:	This was a case study on the rebranding of a chain of garden centres. Topics covered were:	
Part a	Audience identification	(15 marks)
Part b	Determining objectives	(10 marks)
Part c	Discussing message formulation	(10 marks)
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	(1.3, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.6, 2.7, 2.10)	

In Part a, good answers indicated an appropriate audience that was clearly defined in demographic and psychographic terms:

“...aged 35-80, male and female with leaning toward female, A,B,C1,(C2), professional or retired...mid to high disposable income...sociable, entertaining in the garden...it is an extension of their house...lifestyle programmes on TV, gardening and cookery...”

In Part b, a recommendation was sought as to the communication objectives; some good answers indicated the change of views being sought:

“...THINK: I am a keen gardener, I want a friendly, local garden centre...good personal service...FEEL: I’ve heard about a new garden centre, Hobsons, they look like a friendly brand...DO: I will visit...see what may be good for me”.

Part c. sought demonstration that candidates understood the terms rational and emotional and that they were able to discuss which to use. There was no right answer; good answers recognised that a mix had to be used and equally good answers came down on either side of the emotional/rational argument.

“...manufactured goods fall more into rational appeal...product specifications and performance...horticultural goods (plants) and ambiance are more suited to a rational approach...”

Part d asked for a discussion on the role of electronic media – websites, search engines, email messaging, SMS texts were covered by the majority with a realistic application to the garden centre. Email and SMS were often recommended to ‘kickstart’ the season.

Question Two: The case for justifying public money being spent on advertising
(25 marks)
(1.2, 1.9, 2.1, 2.2, 2.8)

The question asked for speaker notes in speaking against the motion that government money spent on advertising should be diverted to healthcare. Good answers were in note form, usually numbered points.

“..statement infers too much spent by government on advertising – wrong, make point only a small proportion of the overall spend is...point to the success of advertising in health education...clunk-click...reduction of heart disease...reduction in smoking...prevention has a role...without communication there is ignorance...”

Question Three: International advertising campaigns and methods of handling
(25 marks)
(1.10, 2.3, 2.8)

Examiners were looking for an understanding of the similarities and differences between advertising in the two countries, eg language, culture, socio-economic, legal, degree of product acceptance, degree of market development.

“...it is essential to ensure that what you think you are saying is actually what is being said...XXX made this mistake when using a photo of a father with his arm around his daughter; a display of affection that was inappropriate...”

The second part of the question required recommendations on how to handle.

“...we will control the positioning and rely on a local agency to implement...”

- **Suggestions of possible alternative approaches to tackling a question/task or parts of a question/task while making it clear that it is not the only way**

Advertising is not an exact science. There are many different answers to the questions that those in the industry face. This is true of the questions set by your examiner – usually there is no ‘right’ answer. The important thing is for you to give your answer and, by your reasoning, demonstrate that you have knowledge of the issue. Your examiners are usually looking at the reasoning for any proposal you make rather than whether they would recommend the same as you faced with the same issue.

Whenever appropriate use short sentences with single thoughts. Try to avoid long passages of prose – use sub-headings to break up your answer.

- **Recommendations for how performance can be improved in future assessments**

I have little to add that has not been included in previous sections.

- Study the theory
- Learn how it can be applied in different contexts
- Concentrate on communicating clearly in the given time

- **Clarification about any syllabus or assessment changes**

During 2009, the syllabus was expanded to give greater guidance about what is being sought.

- **Possible future assessment themes**

The compulsory question will continue to be a case study with questions on aspects of campaign planning. There will continue to be a further two questions to be answered out of a choice of four. There will usually be a question (either compulsory or optional) that contains some aspect of evaluation. E-media is growing in importance and it is likely that aspects of this as it affects advertising will be a topic. The control on advertising (legal and voluntary) is likely to be a frequent topic. International aspects are also likely to be a frequent topic.



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Time: 14.00 – 16.00

Date: 9th June 2010

Two Hours Duration

This examination is in **TWO** sections.

PART A – Is compulsory and worth **50%** of the total marks

PART B – Has **FOUR** questions; select **TWO**. Each answer will be worth **25%** of the total marks

You are required to give your answers in the answer book provided. **DO NOT** repeat the question in your answer, but show clearly the number of the questions attempted on the appropriate pages of the answer book. Please start a new page when starting each question.

Rough work and notes must be written into the answer book or on supplementary sheets and must be clearly identified.



ADVERTISING

PART A – Compulsory

Garden Centres

The UK garden industry has enjoyed good growth in the past 15 years and now has an annual turnover in the region of £5 billion. This growth has (in part) been driven by changes in socio-economic conditions, including an increase in home ownership, higher disposable incomes and an ageing population.

The rate of growth has slowed in the past year due to the economic downturn, but sales for the horticultural sector are still healthy. The make-up of sales varies by outlet, but is approximately 50% horticultural stock (plants) and 50% manufactured goods.

Sales are sensitive to both geography and time; the catchment area for any garden centre is unlikely to be over 15 miles (24 km), whilst the season for garden centres is from spring to late summer, with some increase of sales over the Christmas period. The sector is very weather dependent: cold and wet weather in the spring reduces sales and the shortfall is unlikely to be recovered later in the year, so the sector hopes for good weather in March and April to start the season.

Dedicated garden centres are the leaders in the sector and account for approximately 35% of sales, with the do-it-yourself (DIY) superstores accounting for a further 25%. The major supermarkets (Sainsbury's, Tesco, Asda, etc) have shown good growth in recent years and now have a share of 15%. The remaining 25% is divided between high street stores, market gardens and mail order/home delivery.

The growth of the supermarkets and other out-of-channel retailers (eg DIY stores) is down to them making more room on their shelves for gardening products in their major retail outlets.

Like many other sectors, garden industry retailing is undergoing a period of consolidation as a defence against the entry of the supermarkets and other out-of-channel retailers into the market.

Hobsons

Hobsons Investment is a group that has acquired 35 garden centres over the past few years; these are spread evenly across the UK and situated on the outskirts of large cities and towns. Until now, each centre has operated under its original name.

As part of its strategy for continued expansion, the group intends to rebrand the centres under the name of Hobsons and create a platform from which to roll out a national brand.

The above data is based on various articles and has been adapted for exam purposes. Hobsons is a fictitious organisation.

PART A – Compulsory

It is recommended that you spend approximately ONE hour on Part A.

Question One

You are a member of the advertising agency commissioned by Hobsons to advise on an advertising strategy in connection with the launch of the new brand.

Produce a briefing paper that addresses the following tasks:

a. discuss in demographic and psychographic terms the potential consumer audience
(15 marks)

b. outline possible marketing communications objectives for the campaign
(10 marks)

c. discuss whether rational or emotional messages should be used in the advertising
(10 marks)

d. explain the role that electronic media may play in the launch campaign.
(15 marks)

(Total 50 marks)

PART B – Answer TWO questions only

Question Two

A local sixth form college (ie for students aged 16-18) is hosting a debate for which the motion is:

‘This house believes that public sector money spent on advertising should be diverted to worthwhile causes such as healthcare.’

You have been asked to speak against the motion. Prepare notes for the debate.

(25 marks)

Question Three

After some years of successfully managing the marketing communications for a client's range of tinned pet food in your country, you have been asked to handle the account in another country. Your Manager has asked you to translate the advertisement that was produced last year, for use in the new country. You do not have an advertising agency to work with in the new country.

Using a country of your choice, outline in a memo to your Manager some of the difficulties that may be encountered in managing the marketing communications there, and indicate how you intend to structure the handling of the account.

(25 marks)

Question Four

You are the Account Manager for an advertising agency. Prepare a briefing paper for your team on setting a marketing communications budget.

The briefing paper should:

- a. identify the advantages and disadvantages of setting the same marketing communications budget year-on-year, adjusted only for inflation

(6 marks)

- b. describe **ONE** other method for setting a marketing communications budget and outline the initial tasks to be undertaken in order to provide the information that will allow for this method to be used.

(19 marks)

(Total 25 marks)

Question Five

You are to give a talk to new recruits in an advertising agency as part of their staff induction. The presentation should cover how an agency is structured and the functions of **FIVE** key jobs in the agency.

Produce **SIX** slides for a presentation, together with speaker's notes to support the presentation.

(25 marks)



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