



Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing (ASE20206)

SAMPLE ASSESSMENT MATERIALS

First teaching from January 2019

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Pearson LCCI Level 2 Certificate

Sample assessment material for first teaching January 2019

Morning/Aft (Time: 3 hours)

Paper Reference **ASE20206**

Copywriting and Content for Marketing

Please check the examination details above before entering your candidate information

Candidate name

Centre Code

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Candidate Number

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Candidate ID Number

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You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen
 - *pencil can only be used for graphs, charts, diagrams, etc.*
- **Fill in the boxes** at the top of this page with your name, candidate number, centre code and your candidate ID number.
- Answer **all** questions.
- Answer the questions in the spaces provided
 - *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
 - *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 (a) (i) Which of these is **one of the 4Ps of the marketing mix?** (1)

- A** Price
- B** Planning
- C** Position
- D** Prediction

(a) (ii) Which **one of these is a factor of 'Product' in the marketing mix?** (1)

- A** Developing advertising campaigns
- B** Selecting media channels
- C** Identifying customer requirements
- D** Agreeing distribution channels

(b) Which **two of these are core marketing activities?** (2)

- A** Paying employees
- B** Developing strategies
- C** Completing financial reports
- D** Testing software
- E** Measuring outcomes

(c) Define the term 'Business-to-Consumer' (B2C). (1)

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- (d) Which type of copywriting is promotional but designed to appear objective? (1)
- A** Advertorial
 - B** Direct mail
 - C** Digital-specific
 - D** Display advert

- (e) Give **one** feature of copywriting for social media. (1)

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- (f) Explain how **one** feature of copywriting for pay-per-click (PPC) advertisements increases traffic to websites. (2)

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- (g) Give **one** specific purpose of digital content for marketing. (1)

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- (h) Explain how **one** feature of email content is used in marketing. (2)

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(i) Which **one** of these is a feature of copywriting for search engine optimisation (SEO)? (1)

- A** Conversational
- B** Tells a story
- C** Keyword-driven
- D** Personalised

(j) Which **one** of these is digitally streamed audio content? (1)

- A** Podcast
- B** Banner ad
- C** Email
- D** Blog

(k) Explain how **two** features of advertising copywriting are used in marketing. (4)

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(Total for Question 1 = 18 marks)

2 (a) Which **two** elements would be included in an organisation's brand and communication guidelines? (2)

- A Transportation plan
- B Annual report
- C Straplines
- D Profitability
- E Tone of voice

(b) A style guide applies set rules for which **one** of the following? (1)

- A Communications
- B Products
- C Prices
- D Strategies

(c) What is meant by the term 'messages' in communications? (2)

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(d) Which **one** of these elements is used in copywriting for billboard advertisements? (1)

- A Call to action
- B Factual long copy
- C Sales script
- D Social media post

(e) Explain **one** way that copywriting is used in infographics.

(2)

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(f) Name **two** types of marketing collateral.

(2)

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(g) Which **two** of these are digital-specific channels for content?

(2)

- A** Magazines
- B** Mobile apps
- C** DVD
- D** Email
- E** Transport advertisements

(h) (i) Give the **two** missing elements of the '4Us' to consider when developing copy and content.

(2)

Urgent

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Useful

U

(h) (ii) State **one** feature of 'Useful' in the '4Us'.

(1)

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(i) (i) Explain **one** way that 'owned media' is used to distribute digital content.

(2)

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(i) (ii) Explain **one** way that 'earned media' is used to distribute digital content.

(2)

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(j) What is meant by the term 'standfirst'?

(2)

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(Total for Question 2 = 21 marks)

3 (a) Which **two** of these are psychographic audience considerations? (2)

- A** Personal values
- B** Gender
- C** Education
- D** Interests
- E** Income

(b) (i) Give **one** characteristic of 'amplifiers'. (1)

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(b) (ii) Explain **one** difference between 'seekers' and 'joiners'. (2)

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(c) Give **two** geographic audience characteristics that inform copywriting. (2)

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(d) Give **two** quantitative measures used to assess the success of copywriting and content. (2)

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(Total for Question 3 = 9 marks)

TOTAL FOR SECTION A = 48 MARKS

SECTION B

Answer ALL questions. Write your answers in the spaces provided.

Read the following brief and copy before answering Question 4(a).

Brief:

Purpose	To give information that helps doctors to do their work
Type of content	A report written by the government
Target audience	Doctors and other health professionals

Copy:

The Effects of Stress

Today, many organisations and employees are experiencing the effects of stress in their work performance. This stress can be either positive or negative depending on the circumstances. What is perceived as positive stress by one person may be perceived as negative stress by another. Stress will soon become a major issue in the work environment. It can cause illness to employees and be costly to employers.

4 (a) Discuss the ways that formal tone of voice is used in the copy to meet the brief.

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Read the following brief and copy before answering Question 4(b).

Brief:

Purpose	Education company 'Digital A' is outlining its mission and goals for 2018: <ul style="list-style-type: none">• To launch a new 'EasyEd' product aimed at engineering students• To be recognised as the best
Type of content	A mission statement to appear on Digital A's website
Target audience	Customers and potential customers

Copy:

Mission Statement for Digital A

We want youngpeople to be the best they can be. we help them to create new ideas and find new oppor tunities in the physical world and, the digital world? Young people are the future, so our mission for 2019 is to be recognised as the best by launching 'EasyEd'. This revolutionary learning product makes it easy for medical students to laern the skills they needed to compete before in their careers. Its simple!

4 (b) Proofread and sense check the **copy**.

Circle the **ten** errors in the copy. An example has been shown.

(10)

(Total for Question 4 = 16 marks)

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Read the following brief before answering Question 5.

Brief:

Purpose	Tennis racket advertisement
Media	Magazine
Product	The Volley 'Air Junior' tennis racket
Brand	Volley – a worldwide, market-leading sports brand
USPs	<ul style="list-style-type: none">• Lightweight and compact• Variety of colours• Endorsed by Global Tennis Federation (GTF)• Price
Target audience	13-18 year olds Beginners Tennis fans
Tone of voice	Informal tone of voice to convey fun
Price range	Budget
Availability	Online and in-store

5 (a) State the target demographic for this advertisement.

(1)

(b) Using the brief, create the copy for a magazine advertisement.

You should use the space for rough work on page 13 to draft your answer.
You **must** write your final answer it in the space on pages 14 and 15.

(9)

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Use this space for rough work for Questions 5(b)

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You **must** write your final answer for question 5(b) in the space below.

Headline:

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Strapline:

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Body copy:

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Call to action:

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(Total for Question 5 = 10 marks)

Read the following copy and brief before answering Question 6.

Copy:

First of all, people always forget to pull out the pin that makes the fire extinguisher ready to use. Once using the extinguisher, they soon find that nothing happens unless they squeeze the trigger or levers together (this releases the water). Then, when putting out a fire, people often aim at the flames, when they should aim the hose at the base of the fire - this is where most of the fuel is burning. It's important to sweep the hose from side to side, because this will cover the whole base of the fire and put it out.

Brief:

Purpose	Instructions for a label on a fire extinguisher
Information	How to use a fire extinguisher
Target audience	Anyone – general public
Tone of voice	Directive, clear
Style	Technical writing

6 Using only the information in the copy and the brief, create four step-by-step instructions for using a fire extinguisher.

You should use the space below for rough work to draft your answer.

(6)

Use this space for rough work for Questions 6

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You **must** write your final answer for question 6 in the space below.

Instructions for using a fire extinguisher

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(Total for Question 6 = 6 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 80 MARKS

Sample Mark Scheme

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit, according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Candidates are not likely to be sitting this exam in their first language. Mark positively based on the ideas presented/understanding demonstrated rather than the quality of written English. It is acceptable for the answers to be presented in the form of bullets/short sentences.

Specific marking guidance for levels-based mark schemes*

Levels-based mark schemes (LBMS) have been designed to assess candidates' work holistically. They consist of two parts: indicative content and levels-based descriptors. Indicative content reflects specific content-related points that candidates might make. Levels-based descriptors articulate the skills that candidates are likely to demonstrate in relation to the skills being assessed in the question. The levels represent the progression of these skills. When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches candidates' response and place it within that band. Candidates will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the level descriptor, and will be modified according to how securely all traits are displayed at that band.

- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Paper 1: LCCI L2 Certificate in Copywriting and Content for Marketing

Question 1

Question Number	Answer	Mark
1(a)(i)	A	(1)

Question Number	Answer	Mark
1(a)(ii)	C	(1)

Question Number	Answer	Mark
1(b)	B, E	(2)

Question Number	Answer	Mark
1(c)	When a business is marketing to the public/to anyone other than another business (1) Accept any other reasonable response.	(1)

Question Number	Answer	Mark
1(d)	A	(1)

Question Number	Answer	Mark
1(e)	Award 1 mark for any one of the following: <ul style="list-style-type: none">• Short copy (1)• Conversational (1)• Immediate consumption (1)• Short-term visibility (1) Accept any other reasonable response.	(1)

Question Number	Answer	Mark
1(f)	<p>Award 1 mark for correct definition and 1 mark for linked expansion. Maximum 2 marks.</p> <p>The copy is very short/uses keywords/demands attention/calls for action (1) in order to encourage people to click on it/to stimulate/attract target audience (1)</p> <p>Accept any other reasonable response.</p>	(2)

Question Number	Answer	Mark
1(g)	<p>Award 1 mark for any one of the following:</p> <ul style="list-style-type: none"> • attract and retain a defined audience (1) • provide information the audience values (1) <p>Do not accept answers that are common to copywriting and content for marketing</p>	(1)

Question Number	Answer	Mark
1(h)	<p>Award 1 mark for feature identified and 1 mark for linked expansion. Maximum 2 marks.</p> <p>It is targeted (1) so it markets to a specific audience (1) It is personalised (1) so it contains content relevant to the audience/specific to their interests (1) It is ongoing (1) so gives multiple opportunities to market a product/service (1)</p> <p>Accept any other reasonable responses.</p>	(2)

Question Number	Answer	Mark
1(i)	C	(1)

Question Number	Answer	Mark
1(j)	A	(1)

Question Number	Answer	Mark
1(k)	<p>Award 1 mark for each feature identified and 1 mark for each linked expansion. Maximum 4 marks.</p> <p>It is creative (1) in order to attract attention/engage/excite (1) It is persuasive (1) in order to encourages action/attract customers/increase sales (1) It is outcome-driven (1) in order to meet the objectives of the brief/brand/campaign (1)</p> <p>Maximum 1 mark for any repeated point of expansion. Accept any other reasonable responses.</p>	(4)

Question 2

Question Number	Answer	Mark
2(a)	C, E	(2)

Question Number	Answer	Mark
2(b)	A	(1)

Question Number	Answer	Mark
2(c)	<p>Award 1 mark for correct definition and 1 mark for linked expansion. Maximum 2 marks.</p> <p>Core themes (1) used consistently across communications/that promote brand/product/organisation/service objectives (1)</p> <p>Accept any other reasonable response.</p>	(2)

Question Number	Answer	Mark
2(d)	A	(1)

Question Number	Answer	Mark
2(e)	<p>Award 1 mark for any way identified and 1 mark for linked expansion. Maximum 2 marks.</p> <p>To tell a story/give narrative (1) that the graphic elements represent (1)</p> <p>To annotate images (1) so the meaning of each image is clear (1)</p> <p>Accept any other reasonable response.</p>	(2)

Question Number	Answer	Mark
2(f)	<p>Award 1 mark for any of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Direct mail (1) • Promotional leaflets (1) • Brochures (1) • Leave-piece (1) • Infographics (1) <p>Accept any other reasonable response.</p>	(2)

Question Number	Answer	Mark
2(g)	B, D	(2)

Question Number	Answer	Mark
2(h)(i)	Unique (1) Ultra-specific (1)	(2)

Question Number	Answer	Mark
2(h)(ii)	Award 1 mark for any 1 of the following: <ul style="list-style-type: none"> • Supports readers' needs/wants (1) • Solves problems (1) • Answers questions (1) Accept any other reasonable response.	(1)

Question Number	Answer	Mark
2(i)(i)	Award 1 mark for any way identified and 1 mark for linked expansion. Maximum 2 marks. Website/mobile app/social media content (1) which is controlled directly by the organisation/brand (1) Accept any other reasonable response.	(2)

Question Number	Answer	Mark
2(i)(ii)	Award 1 mark for any method identified and 1 mark for linked expansion. Maximum 2 marks. <ul style="list-style-type: none"> • Content shares on social media (1) where content created by one party is shared by others on their social media pages (1) • Mentions, including use of #/hashtag, (1) where mention of a brand/campaign/product/organisation/service is repeated across social media (1) Accept any other reasonable response.	(2)

Question Number	Answer	Mark
2(j)	<p>Award 1 mark for feature identified and 1 mark for linked expansion. Maximum 2 marks.</p> <p>It is a brief introductory paragraph/follow on from the headline/development of the headline (1) to tell reader what the article copy is about/elaborates on the headline (1)</p> <p>Accept any other reasonable response.</p>	(2)

Question 3

Question Number	Answer	Mark
3(a)	A, D	(2)

Question Number	Answer	Mark
3(b)(i)	<p>Award 1 mark for any 1 of the following:</p> <ul style="list-style-type: none"> • View and review content (1) • Share relevant content (1) • Aim to extend their own audience through association (1) <p>Accept any other reasonable response.</p>	(1)

Question Number	Answer	Mark
3(b)(ii)	<p>Award 1 mark for difference identified and 1 mark for linked expansion. Maximum 2 marks.</p> <ul style="list-style-type: none"> • Seekers actively seek information (1) while joiners are not concerned with looking for new content (1) • Seekers control the way in which they are contacted/may not want to be contacted at all (1) while joiners have given permission to be contacted/respond to emails from their subscriptions (1) <p>Accept any other reasonable response.</p>	(2)

Question Number	Answer	Mark
3(c)	<p>Award 1 mark for any 2 of the following:</p> <ul style="list-style-type: none"> • Location (1) • Product/service availability (1) • Regional audience characteristics (1) 	(2)

Question Number	Answer	Mark
3(d)	<p>Award 1 mark for any of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Revenue/sales growth (1) • New sales leads generated (1) • Number of new customers gained (1) • Number of existing customers retained (1) • Website traffic (1) • Number of social media likes (1) • Number of reposts (1) 	

	<ul style="list-style-type: none">• Number of article views (1) Accept any other reasonable response.	(2)
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Question 4

Question Number	Indicative Content		Mark
4(a)	Learners may refer to the following in their responses: <ul style="list-style-type: none"> • In passive voice, which is likely to be formal • Language and grammar used are formal • The copy is aimed at a formal professional audience • The copy is written by a formal/official source • Proper sentences that contain no slang, contractions, fragments or colloquialisms are used • The tone is appropriate to the formal format • Formal tone conveys the serious nature of the message/content 		(6)
Level	Mark	Descriptor	
	0	No rewardable material	
Level 1	1–2	<ul style="list-style-type: none"> • Superficial discussion that considers a narrow range of factors demonstrating limited understanding. • Partial application of understanding to the context of the question. 	
Level 2	3–4	<ul style="list-style-type: none"> • Coherent discussion that makes some relevant links between a sufficient range of factors, demonstrating competent understanding. • Generally sound application of understanding to the context of the question. 	
Level 3	5–6	<ul style="list-style-type: none"> • Effective discussion that makes relevant links between a wide range of factors, demonstrating thorough understanding. • Considered and effective application of understanding to the context of the question. 	

Question Number	Answer	Mark
4(b)	<p>Award 1 mark for each of the circled errors identified up to a maximum of 10 marks</p> <p>We want young people to be the best they can be. we help them to create new ideas and find new opportunities in the physical world and, the digital world? Young people are the future, so our mission for 2019 is to be recognised as the best by launching 'EasyEd'. This revolutionary learning product makes it easy for medical students to learn the skills they needed to compete before in their careers. Its simple!</p>	(10)

Question 5

Question Number	Answer	Mark
5(a)	13-18 year olds (1)	(1)

Question Number		Mark (9)
5(b)		

Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.


Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Style and tone of voice that shows limited consideration of the purpose and audience • Includes some of the product and brand information and USPs from the brief, communicating a tentative message • Contains significant errors in spelling, punctuation and grammar
Level 2	4-6	<ul style="list-style-type: none"> • Generally appropriate style and tone of voice for the purpose and audience • Includes most of the product and brand information and USPs from the brief, communicating a mostly clear message • Contains some errors in spelling, punctuation and grammar
Level 3	7-9	<ul style="list-style-type: none"> • Effective style and tone of voice for the purpose and audience used in a considered way • Includes all of the product and brand information and USPs from the brief, communicating a clear message throughout • Errors in spelling, punctuation and grammar are minor

Question Number 6		Mark (6)
<p>Mark scheme (award up to 6 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Technical style and language used is inconsistent throughout, showing limited understanding of technical writing and consideration of the brief • Contains significant errors in spelling, punctuation and grammar
Level 2	3-4	<ul style="list-style-type: none"> • Technical style and language used is generally consistent and clear, showing adequate understanding of technical writing and consideration of the brief • Contains some errors in spelling, punctuation and grammar
Level 3	5-6	<ul style="list-style-type: none"> • Technical style and language used is clear and concise throughout, showing secure understanding of technical writing and consideration of the brief • Errors in spelling, punctuation and grammar are minor

February 2018

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Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121

ISBN 978-1-4469-5843-8

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