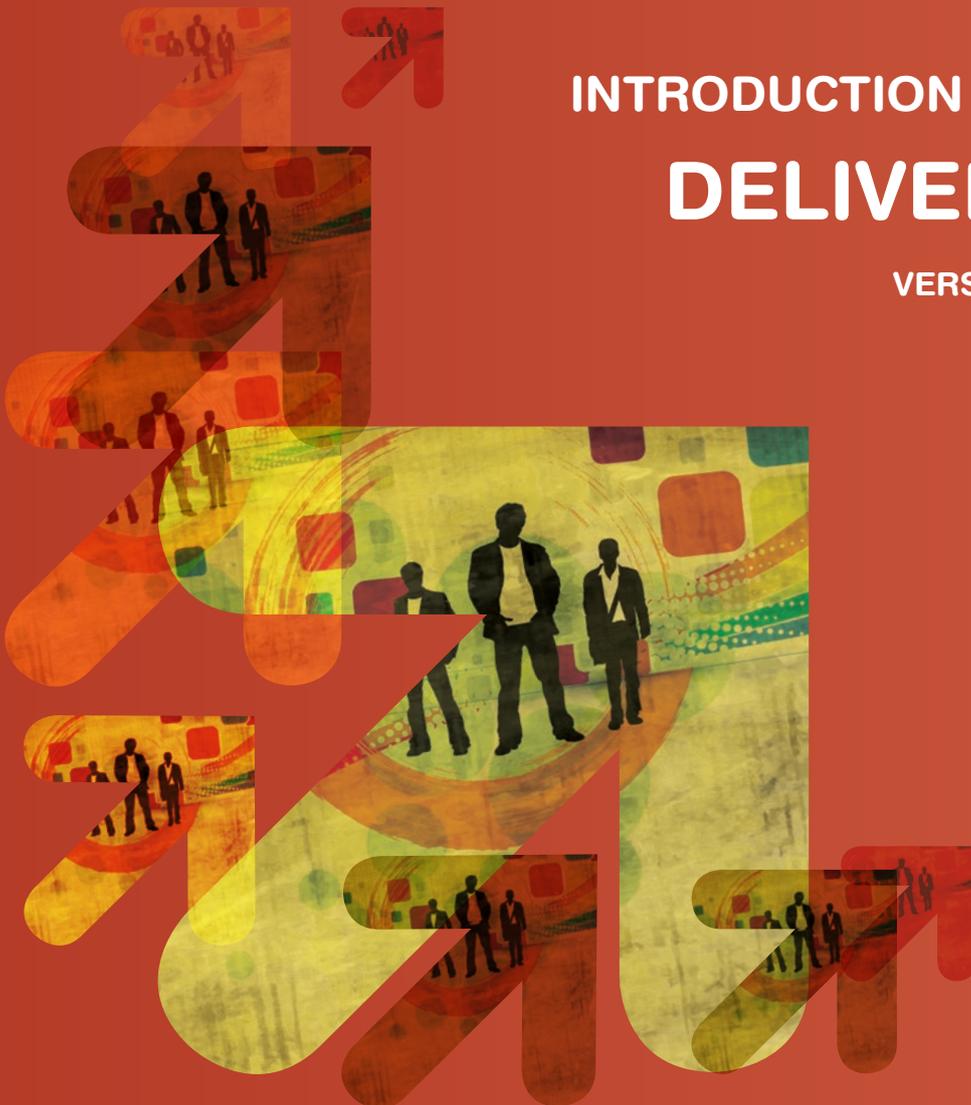




# OCR LEVEL 3 CAMBRIDGE TECHNICALS IN BUSINESS

## LEVEL 3 UNIT 3 INTRODUCTION TO MARKETING DELIVERY GUIDE

VERSION 1 SEPTEMBER 2012





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## INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A\*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

## OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit [www.ocr.org.uk](http://www.ocr.org.uk) shortly for more information.

## KEY



English



Maths



Work experience

# UNIT 3 - INTRODUCTION TO MARKETING

Guided learning hours : 60

Credit value: 10

## PURPOSE OF THE UNIT

Marketing is a key business function covering a wide range of activities and employing many people. This unit will develop the knowledge necessary to understand key concepts of the marketing mix, marketing planning and marketing research. As an introduction to marketing, the unit will allow learners who study other, specialist marketing units to keep in mind the strategic purpose of the marketing function and how it contributes to business success.

Learners will gain a basic understanding of the role of the marketing function, with particular emphasis on the role of marketing research and how it contributes to marketing planning and the development of a marketing mix for a target group of customers. Learners will have the opportunity to develop, analyse and evaluate key marketing techniques in order to obtain a better understanding of them.

Learning Outcome ( LO)	Pass	Merit	Distinction
The learner will:	The assessment criteria are the pass requirements for this unit  The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the role of marketing in organisations	P1 Describe how marketing techniques are used in the marketing of products in two organisations	M1 Analyse marketing techniques used in the marketing of products in two organisations	D1 Recommend improvements to the marketing techniques in one organisation
	P2 Describe the limitations and constraints of marketing		
2 Be able to use marketing research and marketing planning	P3 Describe how a selected organisation uses marketing research to contribute to the development of its marketing plans		
	P4 Use marketing research for marketing planning		
3 Understand how and why customer groups are targeted	P5 Explain how and why groups of customers are targeted for selected products		
4 Be able to develop a coherent marketing mix	P6 Develop a coherent marketing mix for a new product or service	M2 Explain why the developed marketing mix is relevant for a chosen target group of customers	D2 Evaluate how the developed marketing mix would need to be modified for a new contrasting target group of customers

*P = Pass, M = Merit, D = Distinction*

## LEARNING OUTCOME 1 - KNOW THE ROLE OF MARKETING IN ORGANISATIONS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know the role of marketing in organisations	P1 Describe how marketing techniques are used in the marketing of products in two organisations	M1 Analyse marketing techniques used in the marketing of products in two organisations	D1 Recommend improvements to the marketing techniques in one organisation
	P2 Describe the limitations and constraints of marketing		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Product techniques 	Learners could be shown a standard product life cycle. The teacher explains that not all products will follow the standard life cycle. The teacher then gives the learners a list of different products and ask the learners to sketch what they feel the product life cycle would have been over its life span. It would be worthwhile choosing life cycles that have a range of different patterns. This could be discussed as a group and for each product one learner could be asked to sketch their product life cycle decision on the board at the front of the class. For those products that may have gone into decline, the learners could be asked to come up with suggestions for some extension strategies.	30 minutes	P1 Describe how marketing techniques are used in the marketing of products in two organisations
2 Promotion techniques 	Learners could work in small groups to prepare a short presentation about the promotional techniques used by a business in order to promote a particular product. Data could be used where relevant, and learners could outline the different types of media used as well as stating their opinion as to how effective the promotional techniques used are. The groups could then present to each other.	2 hours	P1 Describe how marketing techniques are used in the marketing of products in two organisations
3 Consolidation 	Learners could visit a local business, or invite a local business person in, to gain an insight into the marketing techniques used by the business. Learners may want to prepare questions to ask the business prior to the visit on product techniques, pricing, distribution and promotional techniques. If a visit is not possible, teachers could supply the learners with appropriate case studies, or learners could do their own research. Learners could be asked to prepare a report on the business that they have studied, that outlines the marketing techniques used by the business.	2 hours	P1 Describe how marketing techniques are used in the marketing of products in two organisations

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 Short presentation of marketing limitations and constraints 	Learners could work in small groups, with each group peer teaching one area from the teaching content: Legal, Voluntary, Organisational, Ethical. Each group could research and present relevant information ensuring that they explain how the area they are covering impacts on the marketing of businesses. Learners could use real examples where possible and could be asked to write a quiz as part of their presentation. Learners could provide a summary of their presentation to the rest of the group.	2 hours	P2 Describe the limitations and constraints of marketing
5 Consolidation 	Learners could use the information that has been collected to prepare a case study outlining how one business has been affected by legal, voluntary, organisational and ethical constraints.	1 hour	P2 Describe the limitations and constraints of marketing

## LEARNING OUTCOME 2 - BE ABLE TO USE MARKETING RESEARCH AND MARKETING PLANNING

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Be able to use marketing research and marketing planning	P3 Describe how a selected organisation uses marketing research to contribute to the development of its marketing plans		
	P4 Use marketing research for marketing planning		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Types of research	Learners could be provided with a range of scenarios that require businesses to gather market research (for example, one business might want to know how people feel about a product's packaging, whilst another business needs to find out the features customers would like to see in a new product). Learners could identify whether the required information is quantitative or qualitative, before deciding upon the type of market research that would be most appropriate for each scenario giving reasons.	30 minutes	P3 Describe how a selected organisation uses marketing research to contribute to the development of its marketing plans
2 Mission Statements 	Learners could work in small groups, with each group being provided with a company's mission statement. Each group could then research the marketing undertaken by the company to assess whether they think it is influenced by their mission statement. Each group could then feedback their findings to the other learners.	1 hour	P4 Use marketing research for marketing planning
3 SMART targets 	Learners could be presented with a number of statements which outline business objectives. These could be real business objectives, or provided by the teacher. Working individually learners could decide whether the objectives are SMART or not. If they are not SMART learners could re-write the objective to make it SMART. For example, 'to increase market share' could be changed to 'increase market share by 3% over the next 12 months'.	30 minutes	P4 Use marketing research for marketing planning
4 Ansoff 	Learners could be provided with ten examples of recent business activity, and for each one they should decide which of the four strategies they would be classified as according to Ansoff's Matrix. Answers could be compared, to see if there are any differences of opinion. Learners could then research one business each and present back to the group how their own examples might fit into the different parts of the matrix.	90 minutes	P4 Use marketing research for marketing planning

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
5 Consolidation  	Teachers could provide a market research report (either real or fictional) that provides information about a particular market. Learners could then use the information provided to prepare a report for a business that operates within the market that makes recommendations about the marketing techniques that the business may want to use.	2 hours	P3 Describe how a selected organisation uses marketing research to contribute to the development of its marketing plan  P4 Use marketing research for marketing planning

## LEARNING OUTCOME 3 - UNDERSTAND HOW AND WHY CUSTOMER GROUPS ARE TARGETED

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Understand how and why customer groups are targeted	P5 Explain how and why groups of customers are targeted for selected products		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Segmenting the market 	Learners could be given a particular product and asked to identify all of the potential market segments for that product (for example moisturising lotion). Then, using existing adverts for that type of product, learners could identify any potential market segments that they had not considered. For example learners could be shown an advert for Nivea for Men moisturising lotion, to ensure that they had identified the potential male target market.	15 minutes	P5 Explain how and why groups of customers are targeted for selected products
2 Media 	Learners could be provided with a list of products (covering a range of different target markets) and a copy of a recent TV programme guide. They could then be asked to identify one TV programme during which they think it would be suitable to advertise each product. This could also be done with different forms of media such as newspapers, magazines, websites etc.	30 minutes	P5 Explain how and why groups of customers are targeted for selected products
3. Attracting a target market	Learners could be provided with a list of high street shops, and for each one they could individually decide who the target market is and why. This could then lead to a group discussion that considers the factors that attract a particular target market. This might include décor, price, type of sales assistants, background music, media, or any other relevant factors.	30 minutes	P5 Explain how and why groups of customers are targeted for selected products
4 Consolidation 	Learners could be provided with a list of products from a single company (such as Kelloggs) and asked to identify the target market for each of the different products. Working in small groups, learners could then be asked to prepare a presentation to the rest of the group that suggests a new product for the business, and identifies and justifies a suitable target market for it. For example, they might suggest that Kelloggs introduce a new cereal for sporty people.	2 hours	P5 Explain how and why groups of customers are targeted for selected products

## LEARNING OUTCOME 4 - BE ABLE TO DEVELOP A COHERENT MARKETING MIX

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Be able to develop a coherent marketing mix	P6 Develop a coherent marketing mix for a new product or service	M2 Explain why the developed marketing mix is relevant for a chosen target group of customers	D2 Evaluate how the developed marketing mix would need to be modified for a new contrasting target group of customers

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Inter-relation 	Learners could be asked to choose a product and create a poster that illustrates all of the different elements of the marketing mix. This could include relevant images of the product itself, and/or examples of it being promoted. The posters could be collated to create a display.	1 hour	P6 Develop a coherent marketing mix for a new product or service
2 Consolidation 	Learners could be provided with a scenario for a product that is not doing well (this could be real or fictional). They could then be asked to identify how the marketing mix might be changed in order to try and improve sales of the product, which could be shared with the rest of the group.	45 minutes	P6 Develop a coherent marketing mix for a new product or service



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

**Telephone 02476 851509**

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**[www.ocr.org.uk](http://www.ocr.org.uk)**