

Cambridge TECHNICALS LEVEL 3

BUSINESS

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Unit 6

Marketing strategy

Model assignment

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Guided learning hours: 60

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how businesses would use marketing strategies, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Tutors should ensure that learners:

- use the given context for all the required and relevant assessment criteria
- have the opportunity to research businesses in their local area
- are given the recommended time in order to complete the tasks
- complete all tasks and produce the required evidence for their portfolio
- have a completed Witness Statement by the assessor as part of their portfolio evidence if required.

Resources to complete the tasks

There are no specific resources that you need to make available to learners when they are taking this assignment. You'll need to give them a copy of the scenario and the tasks.

Time

You should plan for learners to have approximately 13 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

- We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on xxx, the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.
- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 6: Marketing strategy

Scenario

INK

James Wilkinson started his business 'Ink' in 2010, which specialises in designing and producing funky stationery and office equipment using recycled materials, with a percentage of all sales going to support a school in Ethiopia.

He has built up a customer base over the years with his 'left handed range' of stationery. The business has had an effective marketing strategy in the past, as they have always produced products that have been 'trendy' and therefore a little different from the traditional stationery and office equipment. All products are environmentally friendly which is important to James.

In the early days, Inks products were featured in various magazines which gave the business good initial exposure, but that was several years ago now. New customers were given introductory benefits and access to more offers if custom was generated from direct recommendations. These have now diminished along with the new customers.

James has recognised that in order to remain competitive, the business needs to be re-energised and change its approach in order to move forward. He is aware that their marketing lacks some imagination in all areas from their general daily marketing to its website, and social media presence. They also lack the ability to diversify. Ink need to increase its sales and its market share.

James approached you directly with the task of recommending a new marketing strategy for Ink as he is aware that you have been studying marketing as part of your Cambridge Technical in Business course.

Whilst meeting with him, you were able to determine that he is open to new design and production methods, diversification, targeting new customers and to other ideas that you may recommend. He did emphasise the importance of continuing to use recycled materials in all his work and to using environmentally friendly production methods as well as the continued support to the school in Ethiopia which he set up.

The tasks

You are required to complete three different tasks for this unit.

Task 1: Marketing objectives and segmentation

(This task should take between 2 and 3 hours.)

Learning Outcome 1: *Understand the purpose of marketing strategies*, is partially assessed in this task.

You must:

- Identify SMART marketing objectives for INK
- Identify a market segment for INK when planning a marketing strategy

You could:

- Explain the importance of market segmentation in planning a marketing strategy for the business INK, in order to move the business forward.

Pass	Merit	Distinction
P1: Identify SMART marketing objectives for a specific business	M1: Explain the importance to a specific business of market segmentation in planning a marketing strategy	
P2: Identify a market segment for a specific business when planning a marketing strategy		
Evidence		
<ul style="list-style-type: none">• You must produce a written report which identifies SMART marketing objectives for INK, and also details INK's marketing segment. You could also explain the importance of market segmentation to INK when planning their strategy.		

Task 2: Marketing strategies proposal

(This task should take between 5 and 6 hours.)

Learning Outcome 1: *Understand the purpose of marketing strategies* - Partial

Learning Outcome 2: *Understand factors influencing marketing strategies*

Learning Outcome 3: *Understand digital marketing*

Learning Outcome 4: *Know what benefits branding can generate for businesses*, is assessed in this task.

Your task is to:

Prepare a report to be given to James which considers alternative marketing strategies to help him decide which option to take in order to re-energise his business called INK. This must include:

- Descriptions of possible marketing strategies for INK, explanations of marketing approaches, and the factors which might influence INK's marketing strategies, including digital marketing strategies.
- Descriptions of how INK has created brand recognition and USPs, as well as the values and beliefs that the business has created
- an analysis of the current marketing approaches and strategies used by INK the business in order to market their current products including descriptions and evaluations of the impacts of unforeseen changes and events related to the marketing strategy

Your report could also include:

- Descriptions of the impact of unforeseen changes and events on INK's correct marketing strategy
- Evaluation of how INK has reacted to changes and events in relation to its marketing strategy
- a comparison between INK and another business who have contrasting marketing strategies, focusing on evaluating the impacts that a marketing strategy can have on each of the two businesses.

Pass	Merit	Distinction
P3: Describe marketing a specific business may consider	M2: Analyse the marketing approach taken and the marketing strategy created by a specific business to market a product	D1: Compare two businesses with contrasting marketing strategies and evaluate the impact of the strategy on each business
P4: Explain the approaches to marketing a specific business could take		
P5: Explain the factors influencing the marketing strategy of a specific business		
P6: Explain why a specific business may consider developing a digital marketing strategy	M3: Describe the impact of unforeseen changes and unexpected events on the marketing strategy of a specific business	D2: Evaluate how a specific business has reacted to changes in the factors influencing its marketing strategy
P7: For a specific business, describe what they have done to create brand recognition and unique selling points, and to represent their beliefs and values		
Evidence		
<ul style="list-style-type: none"> • You could produce a detailed written report which focuses on giving James Wilkinson the owner of INK, the opportunity to explore different marketing strategies and approaches to move his business forward. INK should be discussed in all aspects of the report. 		

Task 3: Prepare a Marketing Strategy

(This task should take between 3 and 4 hours.)

Learning Outcome 5: *Be able to use business tools to propose marketing strategies*, is assessed in this task.

Your task is to:

Propose a marketing strategy for the business INK to implement into the business. Your proposal must include the following:

- A marketing strategy proposal which clearly shows evidence of using business tools (e.g. SWOT, STEEPLE, Ansoff, Porter)
- Evidence of the use of business tools

Your marketing strategy could also include:

- An assessment of the effectiveness of the business tools used to create the marketing strategy.

Pass	Merit	Distinction
P8: Propose a marketing strategy for a specific business using business tools	M4: Assess the business tools used in a marketing strategy proposal and explain how effective they were	
Evidence		
<ul style="list-style-type: none">• You could produce a written proposal fully explaining the marketing strategy and assessing the effectiveness of business tools you used to produce it.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Business Unit 6: Marketing strategy

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Identified SMART marketing objectives for a specific business (P1)	
Identified a market segment for a specific business when planning a marketing strategy (P2)	
Described marketing strategies a specific business may consider (P3)	
Explained the approaches to marketing a specific business could take (P4)	
Explained the factors influencing the marketing strategy of a specific business (P5)	
Explained why a specific business may consider developing a digital marketing strategy (P6)	
For a specific business, described what they have done to create brand recognition and unique selling points, and to represent their beliefs and values (P7)	
Proposed a marketing strategy for a specific business using business tools (P8)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Explained the importance to a specific business of market segmentation in planning a marketing strategy (M1)	
Analysed the marketing approach taken and the marketing strategy created by a specific business to market a product (M2)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Compared two business with contrasting marketing strategies and evaluated the impact of the strategy on each business (D1)	
Evaluated how a specific business has reacted to changes in the factors influencing its marketing strategy (D2)	

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