

# AS and A LEVEL

*Delivery Guide*

H031/H431

# BUSINESS

Theme: Marketing

November 2014



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# Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

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).

## KEY



Click to view associated resources within this document.



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**AS Level**  
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# Curriculum Content: Marketing resources, consumer needs and customers

## **Marketing resources**

- identify and explain the resources required by a business to market a product or service
- evaluate the impact of resources on the ability of a business to develop a marketing strategy
- explain the content and purpose of a SWOT analysis
- analyse the marketing position of a business using a SWOT framework
- evaluate the usefulness of SWOT analysis for a business and its stakeholders.

## **Anticipating customer needs**

- distinguish between niche marketing and mass marketing
- evaluate the usefulness of niche marketing and mass marketing to a business and its stakeholders
- explain what is meant by market segmentation
- explain ways in which a business may segment its market
- evaluate the impact and importance of market segmentation to a business and its stakeholders.

## **Customers & consumers**

- distinguish between customers and consumers
- distinguish between those marketing methods and approaches which are appropriate for business to business marketing and for business to consumer marketing
- evaluate marketing methods, approaches and strategies which are appropriate for business to consumer marketing
- evaluate marketing methods, approaches and strategies which are appropriate for business to business marketing.



# Thinking Conceptually: Marketing resources, consumer needs and customers

## **Approaches to teaching the content**

This will probably be the first topic that your students tackle in the Marketing unit, and unless they have taken GCSE Business, many of the ideas and concepts will be new to them. Therefore, time will need to be spent explaining the key terms. Some students will immediately see connections with their own knowledge and experience of being a customer, whilst others will initially need things pointing out to them. A sequence of interesting lessons will introduce them to the concept of the customer and their varying wants and needs.

## **Common misconceptions or difficulties students may have**

There are certain aspects of this area which can initially be problematic for students. For example, understanding how the needs of the customer and consumer can be quite different. A range of examples could be used to make this explicit. It will be useful to clarify what a strategy is and give students the opportunity to reflect on the application of this idea in their own lives.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

Marketing resources, consumer needs and customers links with the following areas of the specification: Identifying customer needs; the marketing mix, promotion.



# Thinking Contextually: Marketing resources, consumer needs and customers

## ACTIVITIES

Before launching a new product or service a business needs to identify the marketing resources required and plan a suitable marketing strategy to ensure success. Typical examples that students will be able to relate to are their own interactions with businesses marketing strategies, for example, television adverts, flyers, leaflets and sales promotions. Wider contexts with which students may already be familiar could be how competing businesses use marketing strategies as a method of gaining a competitive edge and increasing sales and how this is linked to identifying the correct market segments to target. Some students may already be aware of the impact that a business's budget has on the marketing strategy employed.

Activities	Resources
<p><b>64 Awesome Facebook Marketing Techniques</b> <a href="http://allfacebook.com/64-awesome-facebook-marketing-techniques_b55273">http://allfacebook.com/64-awesome-facebook-marketing-techniques_b55273</a></p> <p>Ask students to read the article about the marketing techniques used by businesses on Facebook and create a table to list the advantages and disadvantages of the different techniques used. Students can analyse how effective these techniques would be for different types of businesses and those with a limited marketing budget, allowing students to develop their exam technique.</p>	
<p><b>Marketing at McDonalds</b> <a href="http://www.youtube.com/watch?v=RcRFBVlvJHw">http://www.youtube.com/watch?v=RcRFBVlvJHw</a></p> <p>Show students the video (4.26 minutes) about how McDonalds segment their customers.</p> <p>In pairs/groups, ask students to pick a product currently sold at McDonalds and create a poster which shows which market segments that product is aimed at.</p> <p><a href="http://www.mcdonalds.co.uk/content/dam/McDonaldsUK/People/Schools-and-students/mcd_marketing.pdf">http://www.mcdonalds.co.uk/content/dam/McDonaldsUK/People/Schools-and-students/mcd_marketing.pdf</a></p> <p>Using this pdf document as a point of reference, students can then add potential marketing techniques for the product to their poster.</p>	



# Thinking Contextually: Marketing resources, consumer needs and customers

Activities	Resources
<p><b>Marketing strategies for small businesses</b> Working in pairs or small groups, give students an example of a small business in the local area that they are likely to be familiar with.</p> <p><a href="http://www.smallbusinesscomputing.com/News/Marketing/10-affordable-small-business-marketing-strategies.html">http://www.smallbusinesscomputing.com/News/Marketing/10-affordable-small-business-marketing-strategies.html</a></p> <p>Using this as a point of reference, students need to recommend a suitable marketing strategy for the business. Students should focus on the limited marketing budget available to small businesses and the online sources that are cheap or free to use.</p> <p>Students should create a draft an advertising campaign that can be presented to the rest of the class, for example, a sample Facebook page.</p>	
<p><b>SWOT analysis</b> <a href="http://www.marketingdonut.co.uk/marketing/marketing-strategy/swot-analysis/how-to-do-a-swot-analysis">http://www.marketingdonut.co.uk/marketing/marketing-strategy/swot-analysis/how-to-do-a-swot-analysis</a></p> <p>After introducing the concept of a SWOT analysis to students, ask them to complete a SWOT analysis for themselves, in their current position as a student. Working in pairs, students swap their personal SWOT analysis with their partner who tries to think of ways that their partner can make the most of the opportunities available to them and limit the impact of any threats.</p> <p><a href="http://strategicplanning13.weebly.com/swot-analysis.html">http://strategicplanning13.weebly.com/swot-analysis.html</a></p> <p>Show students the SWOT analysis for Apple Inc. and ask them to analyse and discuss how Apple can benefit from the opportunities and limit the impact of any threats.</p>	
<p><b>Niche marketing</b> <a href="http://news.bbc.co.uk/1/hi/8151011.stm">http://news.bbc.co.uk/1/hi/8151011.stm</a></p> <p>Show students the video (1.12 minutes) about the 'Pet Airline'. Ask students, with a show of hands, whether or not they think this is a good idea. Next ask students how much they think people would be prepared to pay for it. Note the variance in prices down. Show students the comments made by the general public below the video on the website. Students should consider the value people place on their pets. Reference can be made to the amount left to animal charities in peoples wills.</p>	



# Thinking Contextually: Marketing resources, consumer needs and customers

Activities	Resources
<p><b>Market Segmentation in Retail</b> <a href="http://smallbusiness.chron.com/list-market-segments-retail-clothing-market-32446.html">http://smallbusiness.chron.com/list-market-segments-retail-clothing-market-32446.html</a></p> <p>Working in pairs, give students A3 paper and ask them to write down the different places where they buy their clothes from with a reason why they buy from each store. Then ask them to add where their parents or grandparents buy clothes from and again add a reason for them using each store. Ask students if they would ever consider buying clothes from the same store as their parents and explain why.</p> <p>Using the article students can then consider how the clothing market segments their market to maximise sales.</p>	



# Curriculum Content: Identifying customer needs

## Identifying customer needs

- explain what is meant by market research
- distinguish between primary and secondary market research techniques
- explain primary market research techniques
- explain secondary market research techniques
- analyse market research data
- evaluate the usefulness of primary market research techniques to a business and its stakeholders
- evaluate the usefulness of secondary market research techniques to a business and its stakeholders
- explain what is meant by trial marketing
- evaluate the usefulness of trial marketing to a business and its stakeholders
- explain what is meant by sampling
- explain sampling methods used by a business: including random, stratified, cluster, systematic, quota and convenience
- evaluate the usefulness of methods of sampling to a business and its stakeholders
- explain the nature and purpose of market analysis
- distinguish between quantitative and qualitative market analysis
- explain why a business needs to consider both quantitative and qualitative aspects of market analysis
- calculate, interpret and analyse market share and market growth
- evaluate the impact and importance of market share and market growth to a business and its stakeholders
- evaluate the impact and importance of changes in market share and market growth to a business and its stakeholders
- evaluate the impact and importance of market research data to a business and its stakeholders
- evaluate a business' decisions based on market data
- evaluate the impact of ignoring market data on a business and its stakeholders
- recommend and justify how a business should respond to positive or negative market growth
- recommend and justify how a business should respond to increasing or decreasing market share.



# Thinking Conceptually: Identifying customer needs

## **Approaches to teaching the content**

It may be useful to teach this concept after having studied consumer needs and customers. In order to satisfy consumer needs, businesses must first collect research to identify what these needs are. Students will need to be introduced to the concepts of primary and secondary market research and the different techniques businesses can use. They can then learn how to analyse the data collected from market research.

## **Common misconceptions or difficulties students may have**

Within this topic students may have difficulty evaluating the usefulness of different research methods. They need to understand how the different techniques can be used in collaboration and how a business's budget impacts on the research methods used.

Students will need to practice calculating market share, using a range of examples.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

Identifying customer needs links with the following areas of the specification: the marketing mix, price, promotion and place.



# Thinking Contextually: Identifying customer needs

## ACTIVITIES

In order to successfully meet the needs of their customers businesses must carry out market research to find out the wants and needs of their target market. Typical examples that students will be able to relate to are any surveys/questionnaires that they have completed or seen. These are most likely to have been online surveys. Wider context with which students may already be familiar could be the sampling methods which they may have studied in Mathematics. Some students may already be aware of the impact an organisation's budget has on the market research techniques employed.

Activities	Resources
<p><b>What is market research?</b> Briefly discuss the main aim of marketing to discover the customers' needs and wants and to meet these requirements.</p> <p>Working in pairs or small groups, give students a business example that they are likely to be familiar with. Ask students to think about the different sources that business could use to find information out about a) their customers b) their competitors.</p> <p>Once students have a list of sources, ask them to state what information they could find from each of the sources. This could be completed in a table.</p>	
<p><b>Designing a Questionnaire</b> <a href="http://www.wireuk.org/ten-steps-towards-designing-a-questionnaire.html">http://www.wireuk.org/ten-steps-towards-designing-a-questionnaire.html</a></p> <p>Give students a topic, for example, fizzy drinks, and ask them to create a paper questionnaire made up of 10 questions that will find out respondents preferences about the topic. Ask students to gain responses from 20 respondents and collate their results using a tally chart. The results can then be analysed and students can decide what would be a successful product to launch based on their results.</p>	



# Thinking Contextually: Identifying customer needs

Activities	Resources
<p><b>Creating an Online Survey</b> <a href="https://www.surveymonkey.com/">https://www.surveymonkey.com/</a></p> <p>Once the paper questionnaire has been completed, students can use Survey Monkey to create their own (free) online survey (either on the same topic as the paper questionnaire or a new topic). Ask students to post the survey to other people in their class/ school to collect responses. Students can collect the collated results from Survey Monkey and use these to create a spreadsheet of graphs/pie charts to professionally display the data and feedback this back to the rest of their class.</p>	
<p><b>Calculating Market Share and Market Growth</b> <a href="http://www.wikihow.com/Calculate-Market-Share">http://www.wikihow.com/Calculate-Market-Share</a></p> <p>The teacher will need to introduce the concept of market share, showing students how to calculate it. This article shows how to calculate markets share in 3 steps.</p> <p><a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/buss1-market-size-share-and-growth-calculations">http://www.tutor2u.net/blog/index.php/business-studies/comments/buss1-market-size-share-and-growth-calculations</a></p> <p>Students will need to practice calculating market share. This Tutor2u page includes practice calculations for market share and market growth which can be used.</p>	
<p><b>Market Share</b> <a href="http://www.cityam.com/article/1397002532/big-four-grocers-all-lose-ground-discounters">http://www.cityam.com/article/1397002532/big-four-grocers-all-lose-ground-discounters</a></p> <p>Working in pairs, ask students to read the article on the UK Grocery market where the 'Big 4' supermarkets dominate the market. Ask students to think about the impact Aldi has had on the Big 4 supermarkets.</p> <p>Students should think like the managers at one of the Big 4 supermarkets and decide what they should do in response to losing market share to Aldi. Each pair should swap their answer with another pair and give the advantages and disadvantages of the other pairs ideas.</p>	



# Curriculum Content: Marketing mix 1 (Product including product life cycle)

## Marketing mix 1 (Product including product life cycle)

- explain what is meant by 'product'
- explain what is meant by the product life cycle
- explain the stages in the product life cycle
- explain the purpose of the product life cycle
- complete, understand and interpret a product life cycle diagram
- evaluate the usefulness of the product life cycle to a business and its stakeholders
- evaluate the product strategy of a business using:
  - product life cycle
  - Boston matrix
  - product portfolio analysis
- explain what is meant by a unique selling point (USP)
- identify the USP of a business -
- explain how and why a USP is used by a business
- explain what is meant by a 'brand' and 'branding'
- evaluate the importance of a brand to a business and its stakeholders
- evaluate the importance of product as an element of the marketing mix to a business and its stakeholders
- evaluate the impact and importance of product differentiation to a business and its stakeholders
- recommend and justify a product mix as part of a marketing strategy.



# Thinking Conceptually: Marketing mix 1 (Product including product life cycle)

## **Approaches to teaching the content**

It may be useful to teach this concept after having studied marketing resources and identifying consumer needs. When developing a marketing strategy, businesses need to consider the 4 P's of the marketing mix. Students will need to be introduced to the theory of the marketing. Students will need to be introduced to the concept of the product and the product life cycle and Boston matrix models. Time will need to be spent explaining how these models work before applying them to business scenarios.

## **Common misconceptions or difficulties students may have**

Within this topic students may have difficulty evaluating the usefulness of the product life cycle and Boston matrix. They need to be shown how the different techniques can be used in collaboration to analyse a business' product portfolio and the limitations of the models, particularly when used in isolation.

Students should apply the models to a range of real life businesses to gain understanding of how they work in practice.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

The marketing mix, product links with the following areas of the specification: the marketing mix, price, promotion and place.



# Thinking Contextually: Marketing mix 1 (Product including product life cycle)

## ACTIVITIES

In order to create a successful marketing strategy a business must consider the product or service they are offering to consumers and how that product fits into the business' current product portfolio. Typical examples that students will be able to relate to are large, well known brands that sell a range of products or services, for example, Virgin and Apple. Wider context with which students may already be familiar could be knowledge of USP's and branding, in particular, well known brands such as Coca Cola and McDonalds. Some students may already be aware of the benefits to a business of offering a wide product mix and how this spreads the risk and reduces the chance of failure for a business.

Activities	Resources
<p><b>Product Life Cycle</b> Students will need to be introduced to the different stages of the Product Life Cycle. The following link can be used. <a href="http://productlifecyclestages.com/">http://productlifecyclestages.com/</a></p> <p>Give students a simple Product Life Cycle drawing on A4 or A3 paper. Working in pairs, give students a range of different products and ask them to place them on the diagram at the stage of the life cycle they believe the product is in. Students should be encouraged to give reasons why they have placed the product in a particular stage. <a href="http://businesscasestudies.co.uk/kelloggs/extending-the-product-life-cycle/the-product-life-cycle.html#axzz3FxlMvmz">http://businesscasestudies.co.uk/kelloggs/extending-the-product-life-cycle/the-product-life-cycle.html#axzz3FxlMvmz</a></p> <p>An MP3 audio of the case study is also included on the website.</p>	
<p><b>Product Life Cycle</b> <a href="http://businesscasestudies.co.uk/kelloggs/extending-the-product-life-cycle/the-product-life-cycle.html#axzz3FxlMvmz">http://businesscasestudies.co.uk/kelloggs/extending-the-product-life-cycle/the-product-life-cycle.html#axzz3FxlMvmz</a></p> <p>Play students the MP3 about the Product Life Cycle for Kellogg's products. Ask students to draw a Product Life Cycle and to plot the different Kellogg's products onto the diagram.</p> <p>Students need to be introduced to theory of extension strategies and then need to provide examples of how Kellogg's have extended the life of their products, using the Nutri Grain bar as an example.</p>	<p><b>A Level</b> only</p>



# Thinking Contextually: Marketing mix 1 (Product including product life cycle)

Activities	Resources
<p><b>Boston Matrix</b> Working pairs, ask students to create a Boston Matrix diagram which plots the products sold by Apple Inc. Students can compare their diagrams to the link below. <a href="http://strategicplanning13.weebly.com/bcg-matrix.html">http://strategicplanning13.weebly.com/bcg-matrix.html</a></p> <p>Working in small groups, of 3 to 4, students can then be asked to create for another business that sells a range of products, for example, Virgin.</p>	
<p><b>Boston Matrix</b> Show students the 3 minute video about how Nokia products are becoming a problem child and dog. <a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/nokia-has-elop-found-himself-with-a-problem-child-and-dog">http://www.tutor2u.net/blog/index.php/business-studies/comments/nokia-has-elop-found-himself-with-a-problem-child-and-dog</a></p> <p>Ask students to analyse what Nokia could do to save their products or whether they should discontinue production of these products.</p>	
<p><b>Brands</b> Working in pairs or small groups, ask students to pick a brand from the website. Students should watch the video and read the case study for that brand and create a presentation to deliver to the rest of the class about what has made that brand successful. <a href="http://www.superbrands.uk.com/">http://www.superbrands.uk.com/</a></p>	
<p><b>USP</b> Working in pairs, student can brainstorm businesses they are familiar with then note down what their USP is. <a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/co-op-banks-usp-vanishing-trick">http://www.tutor2u.net/blog/index.php/business-studies/comments/co-op-banks-usp-vanishing-trick</a></p> <p>Students can read the article on The Co-operative Bank and discuss why their USP is vanishing.</p>	



# Curriculum Content: Marketing mix 2 (Price, promotion & place)

## Price

- explain what is meant by 'price'
- evaluate the possible pricing strategies of a business, including:
  - skimming
  - penetration
  - competition-based
  - psychological
  - cost-plus (full-cost based)
  - marginal
  - contribution
- explain what is meant by price, income and cross elasticities of demand
- calculate and interpret price, income and cross elasticities of demand
- evaluate the usefulness of price, income and cross elasticities of demand to a business
- evaluate the impact and importance of price for a business and its stakeholders
- recommend and justify a pricing mix as part of a marketing strategy.



# Curriculum Content: Marketing mix 2 (Price, promotion & place)

## **Place**

- explain what is meant by 'place'
- evaluate possible distribution strategies of a business, including:
  - channels of distribution
  - online, digital and physical distribution (logistics)
  - patterns of distribution
- evaluate the impact and importance of place to a business and its stakeholders
- recommend and justify a 'place' mix as part of a marketing strategy.

## **Promotion**

- explain what is meant by 'promotion'
- evaluate possible promotion strategies for a business including:
  - above the line
  - below the line
  - branding
  - personal selling
  - Internet
  - social media
- evaluate the impact and importance of promotion to a business and its stakeholders.



# Thinking Conceptually: Marketing mix 2 (Price, promotion & place)

## **Approaches to teaching the content**

It may be useful to teach price, place and promotion after having studied the marketing mix, product. When developing a marketing strategy, businesses need to consider the 4 P's of the marketing mix. If students have not already been introduced to the concept of the marketing mix, this can be done at this point. Students will need to be introduced to the theory on different pricing strategies, the concept of distribution, and the range of promotion strategies available to a business.

## **Common misconceptions or difficulties students may have**

Within this topic students may have difficulty calculating and interpreting price, income and cross elasticities of demand. They will need to practise carry out each of the calculations.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

The marketing mix, price, promotion and place links with the following areas of the specification: Anticipating customer needs, mass and niche marketing.



# Thinking Contextually: Marketing mix 2 (Price, promotion & place)

## ACTIVITIES

In order to create a successful marketing strategy a business must consider the best pricing strategy to use for their product or service, how they will promote it and how to distribute it to their customers. Typical examples that students will be able to relate to are the promotional techniques that they come in contact with on a regular basis, for example, TV adverts, online promotion on social media websites and billboards. Wider context with which students may already be familiar could be knowledge of pricing strategies through their experiences as a customer. For example the use of psychological pricing e.g. £1.99 and the different channels of distribution such as wholesalers. Some students may already be aware of how the success of a business' marketing strategy relies on combining all the factors of the marketing mix and that the strategies employed are restricted by the size of the business and the budget available.

Activities	Resources
<b>Pricing Strategies</b> Either ask students to research the prices of different products or give students examples of different products (pictures and prices), and ask them to create a mindmap matching the products with the pricing strategy used.	
<b>Elasticity of Demand</b> Students will need to be taught the formulae to calculate the three different methods of elasticity and how to interpret the results. A range of practice calculations should be used to assist student understanding.	
<b>Price Elasticity of Demand (Tutor2u)</b> <a href="http://www.tutor2u.net/economics/presentations/aseconomics/markets/PriceElasticityofDemand/">http://www.tutor2u.net/economics/presentations/aseconomics/markets/PriceElasticityofDemand/</a> This Tutor2u presentation introduces the concept of Price Elasticity of Demand.	
<b>Income Elasticity of Demand</b> <a href="http://tutor2u.net/economics/revision-notes/as-markets-income-elasticity-of-demand.html">http://tutor2u.net/economics/revision-notes/as-markets-income-elasticity-of-demand.html</a> This Tutor2u page provides an introduction to Income elasticity of demand including a case study.	
<b>Cross Elasticity of Demand</b> <a href="http://www.tutor2u.net/economics/presentations/aseconomics/markets/CrossPriceElasticity/">http://www.tutor2u.net/economics/presentations/aseconomics/markets/CrossPriceElasticity/</a> This presentation from Tutor2u introduces the concept of Cross elasticity of demand.	



# Thinking Contextually: Marketing mix 2 (Price, promotion & place)

Activities	Resources
<p><b>Channels of Distribution</b></p> <p>Working in pairs or small groups, give students a product which they will be familiar with. Ask students to think about all the different places that they could buy this product from. Students could create a poster, with pictures, to display the information and feedback to the rest of the class.</p>	
<p><b>Bare Escentuals Omni-Channel Distribution Centre</b></p> <p>Show students the 2.15 minute video. Ask students to make notes on how the products are distributed to customers during the video.</p> <p><a href="http://www.supplychain247.com/article/a_case_study_of_bare_escentuals_omni-channel_distribution_center/case_studies">http://www.supplychain247.com/article/a_case_study_of_bare_escentuals_omni-channel_distribution_center/case_studies</a></p> <p>Working in pairs, ask students to read the case study and make a table of the advantages and disadvantages of the distribution method used. Each pair should join up with another pair to compare their ideas.</p>	
<p><b>Tesco Clubcard</b></p> <p>Show students a picture of the Tesco Clubcard. Through class discussion, find out what students understand about how the loyalty scheme works and how it enables the firm to engage with customers. The following links can be used as a point of reference.</p> <p><a href="http://www.retailtechnology.co.uk/news/2371/tesco-clubcard-uses-flash-sale-techniques/">http://www.retailtechnology.co.uk/news/2371/tesco-clubcard-uses-flash-sale-techniques/</a></p> <p><a href="http://loyaltysquare.com/tesco.php">http://loyaltysquare.com/tesco.php</a></p> <p>In pairs, ask students to research the loyalty scheme of another business, e.g. Boots Advantage Card, Nectar Card, and prepare a short presentation to deliver to the rest of the class.</p>	
<p><b>Marketing Mix – McCain chips</b></p> <p>Once students have covered all theory on the 4 P's of the Marketing Mix, working in pairs or small groups, ask them to read the case study on McCain chips and create a poster which summaries the Marketing Mix for McCain.</p> <p><a href="http://businesscasestudies.co.uk/mccain-foods/the-marketing-mix-in-the-food-industry/introduction.html#axzz3FxllMvmz">http://businesscasestudies.co.uk/mccain-foods/the-marketing-mix-in-the-food-industry/introduction.html#axzz3FxllMvmz</a></p> <p>Students should aim to evaluate how effective they think the current Marketing Mix for McCain is.</p>	





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