

# A LEVEL

*Delivery Guide*

H431

Accredited

# ***BUSINESS***

Theme: Marketing 2

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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 that 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 [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## KEY



Click to view associated resources within this document.



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**AS Level**  
only

AS Level content only

# Curriculum Content Objectives and analysis

## **Marketing objectives**

- explain marketing objectives
- explain how and why marketing objectives are used by a business
- explain the need for a business to have clear marketing objectives
- evaluate the usefulness of marketing objectives for a business and its stakeholders
- evaluate the importance of marketing objectives in the achievement of a business's objectives
- recommend and justify marketing objectives for a business.

## **Identifying customer needs**

- explain what is meant by a normal distribution
- explain what is meant by standard deviation
- calculate and interpret standard deviation
- evaluate the usefulness of standard deviation for a business and its stakeholders.



# Thinking Conceptually

## **Approaches to teaching the content**

Students need to appreciate the relationship between marketing objectives and the objectives of other business functions. It is essential that students can identify marketing objectives as a stand-alone concept, but they also need to understand where they fit within the overall objectives of the whole organisation.

It is a difficult topic to teach as an unconnected section, and links may need to be made to marketing plans and strategy in order to gain an understanding of the importance and usefulness of marketing objectives.

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

Depending on the order the specification is taught in, students may not have a good understanding of what marketing is before undertaking this section. Although it can be covered before approaching the marketing mix, a short

amount of time spent explaining what marketing is and its importance to the firm would be useful before discussing marketing objectives.

Although the calculation of normal and standard deviation is important, it is the application of the concept to a firm's decision-making that will develop students' understanding of the usefulness of the concept.




## **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 objectives should be discussed when looking at general business strategy. It will be useful to come back to this section when the marketing mix has been addressed and allow the students the opportunity to assess how objectives and strategies will change in light of changes in elements of the marketing mix.



# Thinking Contextually

Much of this section can be taught through the use of real-world case studies. These should range over local, national and global contexts to cover the scope of the examinations. They should also cover a range of industries and different size businesses, highlighting how marketing objectives can differ dependant upon the context in which the firm operates.

Activities	Resources
<b>1. Explain marketing objectives</b> <a href="http://www.slideshare.net/tutor2u/marketing-objectives-15758834?related=4">http://www.slideshare.net/tutor2u/marketing-objectives-15758834?related=4</a> Introductory PowerPoint to explaining marketing objectives (Tutor2U via Slideshare).	
<b>2. Marketing objectives activity – application</b> Students should choose three firms – one that operates at a local level, one that operates on a national level and one that operates at a global level – and research into what the overall marketing objectives of the firms are. Students should then analyse the similarities and differences between the marketing objectives of the firms. These ideas could be presented through a short in-class presentation or a detailed factsheet. Discussion should follow around how marketing objectives work with the objectives of other functional areas within a business and how they can conflict with the objectives in other functional areas. As an alternative, students could investigate a firm that operates at local, national and global level (e.g. McDonald's or Starbucks) and analyse how its marketing objectives may differ at each level.	
<b>3. Marketing objectives quiz</b> <a href="http://www.tutor2u.net/business/quiz/marketingobjectives/quiz.html">http://www.tutor2u.net/business/quiz/marketingobjectives/quiz.html</a> 10-question multiple-choice quiz on the nature of marketing objectives, including external and internal influences (Tutor2U).	
<b>4. Explain the need for a business to have clear marketing objectives</b> Times 100 Case Study (ed 14) Nivea – Developing a Marketing Plan: <a href="http://businesscasestudies.co.uk/nivea/#axzz3PfVTQtOj">http://businesscasestudies.co.uk/nivea/#axzz3PfVTQtOj</a> This case study can be used to look at the importance of having clear objectives and a marketing plan when launching a new product.	



# Thinking Contextually

Activities	Resources
<p><b>5. Marketing objectives and stakeholders</b></p> <p>Print a selection of marketing objectives on posters around the room. Give each of the students the role of a stakeholder within a business. They should then move around the room looking at each poster in turn and write down (either on the poster or Post-it notes) how they feel they will be impacted by the objective of the firm. Following this, there could be a discussion about which stakeholders will be affected the most with each objective and why. How should the firm deal with any issues surrounding any conflicts between stakeholders and its marketing objectives?</p> <p>Example objectives for posters: these could be strategic for the whole firm, e.g. to increase sales, increase market share or they could be based on the 4Ps, e.g. to launch a new product, increase product availability.</p>	
<p><b>6. Justifying and recommending marketing objectives</b></p> <p>Our Story (Innocent): <a href="http://www.innocentdrinks.co.uk/us/our-story#">http://www.innocentdrinks.co.uk/us/our-story#</a></p> <p>Students should look at the stages of the Innocent timeline. They should then create a report highlighting key changes that have occurred during the life of the business and how these would have affected its marketing objectives, justifying the reasons behind their decisions.</p> <p>Extension activity – questions for discussion – what do the students think Innocent will be doing in 5 years' time? How will its marketing objectives change over this time?</p>	<p>▶ Click here</p>
<p><b>7. Marketing objectives – summary activity</b></p> <p>In small groups, students should imagine they have just established a new business (they can decide what product or service they want to offer). As a group, they should make a list of all the possible marketing objectives they may have to set. They should then create and present a marketing strategy based on the objectives they have set.</p>	
<p><b>8. Normal distribution and standard deviation</b></p> <p><a href="http://www.businessstudiesonline.co.uk/AsA2BusinessStudies/TheoryNotes/2880/3Hr/PDF/10%20Normal%20Distribution.pdf">http://www.businessstudiesonline.co.uk/AsA2BusinessStudies/TheoryNotes/2880/3Hr/PDF/10%20Normal%20Distribution.pdf</a></p> <p>A useful presentation outlining calculation of standard deviation, with an application to Cadbury.</p> <p>For an example of how the standard deviation might apply to job applicants:</p> <p><a href="http://www.dummies.com/how-to/content/why-standard-deviation-is-an-important-statistic.html">http://www.dummies.com/how-to/content/why-standard-deviation-is-an-important-statistic.html</a></p>	<p>▶ Click here</p> <p>▶ Click here</p>



# Thinking Contextually

Activities	Resources
<p><b>9. Exam questions</b></p> <p>Questions from the OCR A Level Business H430:</p> <p><a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/">http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/</a></p> <ul style="list-style-type: none"><li>• F293 – January 2012 (q1)</li><li>• F292 – June 2011 (q1c)</li><li>• F293 – June 2011 (q4)</li></ul>	<p> Click here</p>



# Curriculum Content Consumer needs and services

## **Consumer needs**

- explain the buying behaviour of consumers, including impulse and planned purchases
- explain consumer buyer behaviour through the use of marketing models including AIDA, hierarchy of effects/DAGMAR, ATR
- evaluate the usefulness of marketing models to a business and its stakeholders
- evaluate the impact and importance of a business's decisions on consumer buyer behaviour
- evaluate the importance to a business and its stakeholders of understanding consumer buyer behaviour
- evaluate the importance of customer service in consumer buyer behaviour
- recommend and justify a market segmentation strategy for a business.

## **Service marketing**

- explain what is meant by service marketing
- explain the additional elements used in the marketing of a service (process, people, physical evidence)
- evaluate the impact and importance of 'process', 'people' and 'physical evidence' in the marketing of a service
- recommend and justify a marketing mix for a service as part of a marketing strategy.



# Thinking Conceptually

## **Approaches to teaching the content**

Understanding buyer behaviour and market segmentation are fundamental elements in the success of a firm's marketing mix and strategy. The focus of this section should be the application of the theories to business decisions and the impact these will have on their actions.

This is difficult to teach as an unconnected section and links may need to be made to the other elements of the marketing mix and marketing strategy.

Teaching should include local, national and global firms and how buyer behaviour impacts on the marketing objectives that are set. Real-world examples are fairly easy to incorporate into lessons about marketing and this should be done at every available opportunity, looking at different size firms in a variety of industries.

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

Typically, students find it relatively easy to apply the marketing mix to products but struggle with the introduction of people, processes and physical evidence in the marketing of services.

When studying the theoretical models of AIDA and DAGMAR students need to understand the limitations these models can have on business decision-making. They need to be made aware of the risks surrounding the use of models and to understand that the models should be used with caution alongside the objectives of the firm.





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

Links should be made with the marketing mix, marketing objectives and marketing strategy. There is scope for links to be made with the external environment, such as how a reduction in income levels due to a recession can impact on buyer behaviour. Additionally, links can be made with demographics and with technology, leading to increases in service provision (both on- and off-line) and the impact this has had on service marketing.




# Thinking Contextually

Students should examine a wide range of firms and markets to gain an understanding of how buyer behaviour can differ depending on what is being bought. Relationships between business to business (B2B) as well as business to consumer (B2C) should be discussed as a route into developing customer service strategies in differing situations. There is scope for students to conduct research into local firms to analyse their service marketing and thus provide some real-life examples.

Activities	Resources
<b>1. What is buyer behaviour?</b> Students need to understand the decision-making process of buyer behaviour. Notes can be found at the link from the Chartered Institute of Marketing: <a href="http://www.cim.co.uk/marketingplanningtool/tech/tech1.asp">http://www.cim.co.uk/marketingplanningtool/tech/tech1.asp</a>	
<b>2. Buyer behaviour – video clip</b> This video (6.23 minutes) explains the buyer decision-making process: <a href="https://www.youtube.com/watch?v=6aX-MAaw4Kg&amp;x-yt-cl=84838260&amp;feature=player_embedded&amp;x-yt-ts=1422327029">https://www.youtube.com/watch?v=6aX-MAaw4Kg&amp;x-yt-cl=84838260&amp;feature=player_embedded&amp;x-yt-ts=1422327029</a>	
<b>3. Class discussion opportunity</b> Students should create a list of factors that can influence buyer behaviour e.g. prices, incomes, interest rates. This list could be created individually or as a whole class and written on a whiteboard/flipchart.  Following this, students should analyse and assess the relative importance/influence of each factor on buyer behaviour. This could be done through a written exercise, class discussion or debate.	
<b>4. Buyer behaviour – application</b> <a href="http://www.bbc.co.uk/news/magazine-21537359">http://www.bbc.co.uk/news/magazine-21537359</a>  Ask students to read the BBC article on 'Shopping: the new tactics to get you spending'. Students can analyse the impact of the information in the article on buyer behaviour and how this knowledge can be used to develop a firm's marketing plan.  Following this, to gain an alternative perspective on buyer behaviour, they could read the Virgin article 'The psychology of impulse purchase': <a href="http://www.virgin.com/entrepreneur/psychology-impulse-purchase">http://www.virgin.com/entrepreneur/psychology-impulse-purchase</a>	  



# Thinking Contextually

Activities	Resources
<p><b>5. Marketing models – video clip</b></p> <p><a href="https://www.youtube.com/watch?v=dQADlnp7-7Q">https://www.youtube.com/watch?v=dQADlnp7-7Q</a></p> <p>That AIDA Model (Marketing Song) – a very lighthearted, but fun and educational song about the AIDA model.</p>	<p> Click here</p>
<p><b>6. AIDA activity</b></p> <p>In pairs, or small groups, students should identify a promotional campaign (they may need some time to research this, which would make a good homework task in preparation). Using this campaign, they should create a short presentation highlighting and explaining how the campaign goes through all of the AIDA stages. This can be presented to the class, through the use of a factsheet, poster or a written report.</p>	
<p><b>7. Dragons' Den activity</b></p> <p>In small groups, students should think of a new product to meet a need in their lives. They should then create a promotional campaign for their product that will be presented via a pitch for their product which covers the following aspects:</p> <ul style="list-style-type: none"><li>• Main objectives of their promotional campaign</li><li>• How they will incorporate AIDA, DAGMAR and ATR in their promotional campaign</li><li>• How they will assess the success of their promotional campaign</li><li>• Knowledge of the buying behaviour of consumers.</li></ul> <p>The pitches could be judged in class by the teacher, or a local marketing company representative could be invited in to provide impartial industry expertise.</p>	








# Thinking Contextually

Activities	Resources
<p><b>8. Customer service examples</b></p> <p>Customer service from a call centre (coping with a customer complaint) – video clip (1.58):  <a href="https://www.youtube.com/watch?v=-SL3e6L9Kd0">https://www.youtube.com/watch?v=-SL3e6L9Kd0</a></p> <p>'Customer Service Lessons from "Taxi Terry"' (how exceptional customer service builds brand loyalty) – video clip (6.32):  <a href="https://www.youtube.com/watch?v=x-yt-cl=84838260&amp;v=7XNFYBB1j_Q&amp;x-yt-ts=1422327029&amp;feature=player_embedded">https://www.youtube.com/watch?v=x-yt-cl=84838260&amp;v=7XNFYBB1j_Q&amp;x-yt-ts=1422327029&amp;feature=player_embedded</a></p> <p>'Richard Branson Reveals his Customer Service Secrets' – video clip (6.14):  <a href="https://www.youtube.com/watch?v=Fy4lYDN1gz4">https://www.youtube.com/watch?v=Fy4lYDN1gz4</a></p>	<p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>
<p><b>9. Mystery shopper activity</b></p> <p>Mystery shoppers are often used by firms to go undercover and report on the customer service they have received. This feedback helps the business to analyse what is happening at all levels and make sure that its customers are being looked after. In pairs, students should devise a short data-collection form that will allow them to assess the customer service that they receive at a local business. This could be questions, such as 'Were you greeted upon arrival?', 'How long did you have to wait to be seen by a member of staff?' or 'How would you rate the cleanliness of the outlet out of 10?' Students should choose any business that they will be customers of – this could be during a lunch break to a local coffee shop, an evening at the cinema or visiting a shop to make a purchase. Once the students have visited the business, they should complete their data collection forms. Finally, students should prepare their findings to present back to the class – what did they learn and how should the businesses react/change based on their findings?</p>	
<p><b>10. Customer service case study</b></p> <p>Times 100 Case Study (ed 2) – 'A focus on customer service' – Yorkshire Electricity:  <a href="http://businesscasestudies.co.uk/yorkshire-electricity/a-focus-on-customer-service/introduction.html#axzz3PxzzqBBg">http://businesscasestudies.co.uk/yorkshire-electricity/a-focus-on-customer-service/introduction.html#axzz3PxzzqBBg</a></p> <p>This case study can be used to look at the importance of having good customer service.</p>	<p>▶ Click here</p>



# Thinking Contextually

Activities	Resources
<p><b>11. Market segmentation strategy – Activity (1): in-class research</b></p> <p>Students should identify a firm and product range and create a product-positioning map, placing the products in the relevant segments. From this, are the students able to see a market segment that is not currently being represented/widely represented? Are they able to analyse why? Students should then recommend and justify a market segmentation strategy for the firm that may fill the gap in the product positioning map.</p> <p>List of Cadbury products:  <a href="http://en.wikipedia.org/wiki/List_of_Cadbury_products">http://en.wikipedia.org/wiki/List_of_Cadbury_products</a></p> <p>List of Coca-Cola products:  <a href="http://www.cokecce.co.uk/our-products/our-brands">http://www.cokecce.co.uk/our-products/our-brands</a></p> <p>List of Apple products:  <a href="https://www.apple.com/uk/pr/products/">https://www.apple.com/uk/pr/products/</a></p>	<p> Click here</p> <p> Click here</p> <p> Click here</p>
<p><b>12. Market segmentation strategy – Activity (2): outside class research</b></p> <p>Students should choose a product line to research into – good examples include bottled water, magazines or deodorant. They should visit their local supermarket (or similar outlet) and gather information on the products currently available for their chosen product line. They need to analyse and assess which market segments are being targeted by the products that are available (a product-positioning map can be used here). Following this, students should be able to identify which market segments are not currently being represented by the available products. Students should design a product to fill this gap in the market and assess the usefulness of market segmentation in creating a market strategy.</p>	
<p><b>13. Market segmentation strategy</b></p> <p>Diet Coke and Coke Zero are almost the same product; they are just marketed at different market segments. Students should watch the following adverts (one for Diet Coke and one for Coke Zero):</p> <ul style="list-style-type: none"> <li>Diet Coke advert (1.00):  <a href="https://www.youtube.com/watch?v=PwYCvTpYMCA">https://www.youtube.com/watch?v=PwYCvTpYMCA</a></li> <li>Coke Zero advert (0.59):  <a href="https://www.youtube.com/watch?v=cuvW6f_lfBs">https://www.youtube.com/watch?v=cuvW6f_lfBs</a></li> </ul> <p>Students should analyse how Coca-Cola has used the marketing mix to segment their market.</p>	<p> Click here</p> <p> Click here</p>



# Thinking Contextually

Activities	Resources
<b>14. Market segmentation</b> The following Times 100 Case Studies can be used to highlight the role and importance of market segmentation to a firm. <ul style="list-style-type: none"> <li>• ‘Segmentation’ – Nivea (ed 11):  <a href="http://businesscasestudies.co.uk/nivea/segmentation/introduction.html#axzz3PxzzqBBg">http://businesscasestudies.co.uk/nivea/segmentation/introduction.html#axzz3PxzzqBBg</a></li> <li>• ‘Targeting a market segment’ – Australian Tourist Commision (ed 7):  <a href="http://businesscasestudies.co.uk/australia/targeting-a-market-segment/introduction.html#axzz3PxzzqBBg">http://businesscasestudies.co.uk/australia/targeting-a-market-segment/introduction.html#axzz3PxzzqBBg</a></li> </ul>	<div>▶ Click here</div> <div>▶ Click here</div>
<b>15. Exam questions</b> Questions from the OCR A Level Business H430: <a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/">http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/</a> <ul style="list-style-type: none"> <li>• F292 – q5 January 2009 (marketing mix – target market change)</li> <li>• F292 – q3 January 2010 (segmentation)</li> <li>• F293 – q3 June 2010 (market segmentation)</li> <li>• F293 – q4 June 2010 (AIDA)</li> <li>• F292 – q1(a) January 2011 (segmentation)</li> <li>• F292 – q4 June 2012 (segmentation)</li> <li>• F292 – q1(c) June 2013 (segmentation)</li> </ul>	<div>▶ Click here</div>
<b>16. Textbook resources (in addition to OCR Business Studies for A Level, Mottershead et al)</b> Market Segmentation – Chapter 17 ( <i>AS Business Studies</i> , A Mottershead et al) ISBN-13: 978-0340959336 AIDA and Dagmar – Unit 10 ( <i>OCR Business Studies for A2</i> , A Mottershead et al) ISBN-13: 978-0340982082	
<b>17. What is service marketing?</b> Student discuss briefly, as a group, how the marketing of a product may differ from that of a service. Students need to understand what service marketing is. This link provides a short presentation, focussing on the 7 Ps: <a href="https://www.youtube.com/watch?v=KRApoLufOSM">https://www.youtube.com/watch?v=KRApoLufOSM</a>	<div>▶ Click here</div>





# Thinking Contextually

Activities	Resources
<p><b>18. Service marketing – video clips</b></p> <p>Services Marketing Mix – Part (1) – Introduction (2.15):  <a href="https://www.youtube.com/watch?v=6EJYxM2IEJs&amp;feature=player_embedded&amp;x-yt-cl=84838260&amp;x-yt-ts=1422327029">https://www.youtube.com/watch?v=6EJYxM2IEJs&amp;feature=player_embedded&amp;x-yt-cl=84838260&amp;x-yt-ts=1422327029</a></p> <p>Part (2) – further detail with examples (7.52):  <a href="https://www.youtube.com/watch?v=m6elMPdHMs4&amp;feature=player_embedded&amp;x-yt-cl=84838260&amp;x-yt-ts=1422327029">https://www.youtube.com/watch?v=m6elMPdHMs4&amp;feature=player_embedded&amp;x-yt-cl=84838260&amp;x-yt-ts=1422327029</a></p> <p>Video by Entrepreneur – ‘Smart Ways to Market a Service Business’ (3.21):  <a href="https://www.youtube.com/watch?v=O7iGZ9hpPjg">https://www.youtube.com/watch?v=O7iGZ9hpPjg</a></p>	<p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>
<p><b>19. Service marketing – further reading</b></p> <p><a href="http://www.ebsdba.net/documents/course-tasters/english/pdf/h17se-bk-taster.pdf">http://www.ebsdba.net/documents/course-tasters/english/pdf/h17se-bk-taster.pdf</a></p> <p>This link provides some excellent examples of service marketing which could be used as an extension activity for interested students. It is a sample of a course text at Edinburgh Business School and it contains useful examples of current services marketing in action.</p>	<p>▶ Click here</p>
<p><b>20. Product vs service marketing</b></p> <p>In pairs or small groups, students should recommend and justify a marketing mix using the 7 Ps (product, price, place, promotion, people, process, physical evidence) for a service. Examples include: websites such as Amazon or iTunes, holiday services such as British Airways or Premier Inn Hotels, local restaurants and fast food chains such as McDonald's or a delivery firm such as FedEx or DHL. Students should then present their findings back to the class through a 10-minute presentation.</p>	
<p><b>21. Customer service case study</b></p> <p>Times 100 Case Study: ‘Customers, process and people’ – Standard Life (ed 5):  <a href="http://businesscasestudies.co.uk/standard-life/customers-process-and-people/introduction.html#axzz3PxzzqBBg">http://businesscasestudies.co.uk/standard-life/customers-process-and-people/introduction.html#axzz3PxzzqBBg</a></p> <p>This case study can be used to look at the importance of customers, processes and people to a firm.</p>	<p>▶ Click here</p>



# Thinking Contextually

Activities	Resources
<b>22. Useful websites for marketing</b>	
Marketing Teacher – <a href="http://www.marketingteacher.com/">http://www.marketingteacher.com/</a>	<a href="#">▶ Click here</a>
Marketing Week – <a href="http://www.marketingweek.com/">http://www.marketingweek.com/</a>	<a href="#">▶ Click here</a>
Study Marketing – <a href="http://studymarketing.weebly.com/">http://studymarketing.weebly.com/</a>	<a href="#">▶ Click here</a>
Marketing magazine – <a href="http://www.marketingmagazine.co.uk">http://www.marketingmagazine.co.uk</a>	<a href="#">▶ Click here</a>
Chartered Institute of Marketing – <a href="http://www.cim.co.uk">http://www.cim.co.uk</a>	<a href="#">▶ Click here</a>
Learn Marketing – <a href="http://www.learnmarketing.net/">http://www.learnmarketing.net/</a>	<a href="#">▶ Click here</a>



# Curriculum Content Marketing strategy

## **Product strategies**

- explain what is meant by an extension strategy
- explain the purpose of an extension strategy
- analyse extension strategies
- evaluate the usefulness of an extension strategy to a business and its stakeholders.
- evaluate the product strategy of a business using Ansoff's matrix.

## **Promotion strategies**

- evaluate possible promotion strategies for a business, including drip marketing and viral marketing
- explain what is meant by advertising elasticity of demand
- calculate and interpret advertising elasticity of demand
- evaluate the usefulness of advertising elasticity calculations to a business
- recommend and justify a promotional mix as part of a marketing strategy.



# Curriculum Content Marketing strategy

## **External influences on marketing**

- evaluate the following influences on marketing:
  - social
  - legal
  - ethical
  - environmental
  - economic
  - political
  - technological
  - international.

## **The strategy**

- evaluate the impact and importance of a marketing strategy to a business and its stakeholders
- recommend and justify a marketing strategy for a business.



# Thinking Conceptually

## **Approaches to teaching the content**

Product and promotion are two vital elements in the marketing mix. Students need to understand the strategic role both of these elements play within a firm's marketing strategy as a whole. When teaching this section, focus on the justification and recommendation of the strategies used, rather than just the content recall.

When teaching this section, links will need to be made to the other elements of the marketing mix (price and place) to enable students to evaluate the impact of any promotional or product changes on a marketing strategy as a whole.

Teaching should include local, national and global firms and how this difference in remit impacts on the marketing objectives that are set. Real-world examples are fairly easy to incorporate into lessons about marketing and this should be done at every available opportunity, looking at different size firms in a variety of industries.

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

Depending on what order the specification has been taught in, some time may have passed since the students covered

the basics of the marketing mix and PESTLE analysis. As such, it is advised to spend a short amount of time recalling key terms and details of these areas before moving onto this section of study.

Students struggle with mathematical concepts, and although the calculation of advertising elasticity of demand is important, it is the application of the concept to a firm's decision-making that will develop their understanding of the usefulness of the concept.

Students may have difficulty when attempting to connect with firms they may not be fully aware of. The use of real-world case studies is highly recommended, as the examination will be based on this, so it is important that students look at a wide variety of firms and gain an understanding of how different markets operate.





## **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 strategy can be discussed when looking at general business strategy, the marketing mix, marketing objectives and the impact of the external environment.



# Thinking Contextually

This section will allow students the opportunity to examine the product and promotion strategies of a large number of firms, from a local level to a global level. The firms chosen should cover a wide range of industries to highlight the differences between the application of theoretical strategies. There will be a number of opportunities for students to choose firms they know and can relate to as a starting point to understanding the theory, before applying their knowledge to firms they are less familiar with, allowing them to further enhance their learning.

Activities	Resources
<b>1. Product life cycle</b> Before moving onto extension strategies, it may prove useful to revisit the topic of product life cycles (dependant on order of course delivery). Some study notes can be found at the link below:  Notes on product life cycles and extension strategies: <a href="http://productlifecyclestages.com/">http://productlifecyclestages.com/</a>	
<b>2. Examples of extension strategies</b> The following links provide some examples of extension strategies. These may generate discussion surrounding alternative methods of extending a product's life. <ul style="list-style-type: none"><li>• Nestlé to remove artificial flavours in US chocolate: <a href="http://www.bbc.co.uk/news/business-31514366">http://www.bbc.co.uk/news/business-31514366</a></li><li>• Dr Who's Harris Tweed: <a href="http://news.bbc.co.uk/1/hi/scotland/highlands_and_islands/8591144.stm">http://news.bbc.co.uk/1/hi/scotland/highlands_and_islands/8591144.stm</a></li><li>• Sony slashes price of PS3: <a href="http://news.bbc.co.uk/1/hi/business/8209725.stm">http://news.bbc.co.uk/1/hi/business/8209725.stm</a></li></ul>	  



# Thinking Contextually

Activities	Resources
<p><b>3. Apple product life cycle activity</b></p> <p><a href="http://www.bbc.co.uk/news/technology-25927366">http://www.bbc.co.uk/news/technology-25927366</a></p> <p>The iPod was launched in 2001, and 12 years and 26 versions later, Apple announced that the end of the iPod's life cycle should be expected. Students should read the article from BBC News and then attempt the activities below:</p> <ol style="list-style-type: none"> <li>1) Looking through the slideshow of iPod images, students should identify the extension strategies Apple have used previously for the iPod. Further internet-based research can be undertaken here to develop answers further.</li> <li>2) Explain why Apple feels that it needs to remove the iPod from its product portfolio.</li> <li>3) Justify a new extension strategy that could be used for the iPod in today's market.</li> </ol>	<p>▶ Click here</p>
<p><b>4. The product life cycle and online fashion</b></p> <p>Times 100 Case Study (ed 5) – 'The Product Life Cycle and Online Fashion – ASOS'</p> <p><a href="http://businesscasestudies.co.uk/asos-com/the-product-life-cycle-and-online-fashion/introduction.html#axzz3Q7TmohN5">http://businesscasestudies.co.uk/asos-com/the-product-life-cycle-and-online-fashion/introduction.html#axzz3Q7TmohN5</a></p> <p>This case study can be used to look at the product life cycle and extension strategies.</p>	<p>▶ Click here</p>
<p><b>5. Ansoff's Matrix – Introduction to Topic</b></p> <p>'Ansoff Matrix' (5.35): <a href="https://www.youtube.com/watch?v=flr_P0mAQ7M">https://www.youtube.com/watch?v=flr_P0mAQ7M</a></p> <p>This short film clip can be used to introduce the topic of Ansoff's Matrix to the students.</p> <p>In addition, further notes on Ansoff's Matrix, with an activity and answers, can be found at:</p> <p><a href="http://www.marketingteacher.com/ansoffs-matrix-planning-for-growth/">http://www.marketingteacher.com/ansoffs-matrix-planning-for-growth/</a></p>	<p>▶ Click here</p> <p>▶ Click here</p>
<p><b>6. Ansoff's Matrix and Coca-Cola</b></p> <p>Coca-Cola brands: <a href="http://www.coca-colacompany.com/brands/all/">http://www.coca-colacompany.com/brands/all/</a></p> <p>Students should use the link to access Coca-Cola's product range. They should construct an Ansoff's Matrix, placing as many of Coca-Cola's soft drinks in the correct sections as they can (trying to have at least two products for each part of the matrix). For each product, students should write a short paragraph explaining why they have located it where they have.</p> <p>After this activity, students should explain how and why firms such as Coca-Cola use Ansoff's Matrix.</p>	<p>▶ Click here</p>







# Thinking Contextually

Activities	Resources
<p><b>7. Exam questions</b></p> <p>Questions from the OCR A Level Business H430:  <a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/">http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/</a></p> <ul style="list-style-type: none"> <li>• F293 – q3 January 2013 (extension strategy)</li> <li>• F293 – q4 January 2013 (extension strategy)</li> </ul>	<p>▶ Click here</p>
<p><b>8. What are promotional strategies?</b></p> <p>Ask students to create a mind map of as many promotional activities as they can. The following film clips can prove a useful stimulus for this:</p> <ul style="list-style-type: none"> <li>• ‘Marketing Mix: Promotion Strategies’ – (2.47):  <a href="https://www.youtube.com/watch?v=HEbodRVXOEo">https://www.youtube.com/watch?v=HEbodRVXOEo</a></li> <li>• ‘Promotion’ – A useful revision film clip on elements of the promotional mix – (10.24):  <a href="https://www.youtube.com/watch?v=GZgFdPWtVGY">https://www.youtube.com/watch?v=GZgFdPWtVGY</a></li> </ul>	<p>▶ Click here</p> <p>▶ Click here</p>
<p><b>9. Drip marketing</b></p> <p>This is a term that students are likely to be unfamiliar with, but they probably receive drip marketing very often. Firstly, students should define and explain what drip marketing is – the resources below will help:</p> <ul style="list-style-type: none"> <li>• Study notes – ‘What is drip marketing?’:  <a href="http://www.marketing-schools.org/types-of-marketing/drip-marketing.html">http://www.marketing-schools.org/types-of-marketing/drip-marketing.html</a></li> <li>• Film clip (10.57) – ‘Using drip marketing to stay top of mind’:  <a href="https://www.youtube.com/watch?v=6rot-dXBO_I">https://www.youtube.com/watch?v=6rot-dXBO_I</a></li> <li>• This article follows 2 films which use a sequence of trailers as part of a drip marketing campaign:  <a href="http://blog.glasscanopy.com/trailer-treasure-hollywoods-secret-drip-marketing-strategy/">http://blog.glasscanopy.com/trailer-treasure-hollywoods-secret-drip-marketing-strategy/</a></li> </ul> <p>As a homework task, students should create a log of each time they receive ‘drip marketing’ from any firm over the course of a week and collect examples to bring into class to form the basis of a starter discussion.</p>	<p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>






# Thinking Contextually

Activities	Resources
<b>10. Viral marketing notes</b> This is a link to some study notes on viral marketing: <a href="http://www.marketing-schools.org/types-of-marketing/viral-marketing.html">http://www.marketing-schools.org/types-of-marketing/viral-marketing.html</a>	
<b>11. Viral marketing – film clips</b> Film clips to aid the teaching of viral marketing and to stimulate discussion: <ul style="list-style-type: none"> <li>• Interview with Jonah Berger – American author of ‘Contagious – on viral marketing’ (17.07):  <a href="https://www.youtube.com/watch?v=5q2JoXpfdZU">https://www.youtube.com/watch?v=5q2JoXpfdZU</a></li> <li>• Good viral marketing examples including Coca-Cola Happiness Machine, Dove Evolution, John West Salmon , Test Your Awareness (2.03):  <a href="https://www.youtube.com/watch?v=rpsPn9eu-44&amp;index=2&amp;list=PLA600997BA4D710AE">https://www.youtube.com/watch?v=rpsPn9eu-44&amp;index=2&amp;list=PLA600997BA4D710AE</a></li> <li>• ‘Top viral marketing campaigns of all time’:  <a href="http://www.branded3.com/blogs/the-top-10-viral-marketing-campaigns-of-all-time/">http://www.branded3.com/blogs/the-top-10-viral-marketing-campaigns-of-all-time/</a></li> </ul>	  
<b>12. Viral marketing – activity</b> These are two interesting links that demonstrate recent viral marketing campaigns: <ul style="list-style-type: none"> <li>• ‘6 Viral-Marketing Lessons to Learn from the Ice Bucket Challenge’:  <a href="http://www.entrepreneur.com/article/236843">http://www.entrepreneur.com/article/236843</a></li> <li>• ‘15 Viral Marketing Examples Over the Past 5 Years’:  <a href="http://www.ignitesocialmedia.com/social-media-examples/15-viral-marketing-examples-campaigns-past-5-years/">http://www.ignitesocialmedia.com/social-media-examples/15-viral-marketing-examples-campaigns-past-5-years/</a></li> </ul> Can students explain why each campaign was successful? This could lead to an activity where students have to create a storyboard for a new viral marketing campaign for a product of their choice. They may also wish to consider the impact a viral marketing campaign may have on a) the marketing mix and b) the business as a whole.	 



# Thinking Contextually

Activities	Resources
<p><b>13. Advertising Elasticity of Demand (AED)</b></p> <p><a href="http://www.bized.co.uk/virtual/vla/theories/aed.htm">http://www.bized.co.uk/virtual/vla/theories/aed.htm</a></p> <p>The teacher will need to introduce the concept of Advertising Elasticity of Demand, showing students how to calculate it. The article above shows how to do this.</p> <p>Students need to practice calculating AED and to have an understanding of what the figures mean.</p> <p>Activity – What do the following AED figures mean and what implications do they have for a firm?</p> <ol style="list-style-type: none"><li>1) 0.0</li><li>2) (1.5)</li><li>3) 0.8</li><li>4) 1.0</li><li>5) 5.2</li><li>6) 12.05</li></ol>	<p> Click here</p>
<p><b>14. Promotional mix activity</b></p> <p>Students should take an existing product and analyse its current promotional strategy. They should present their findings through a written report, poster or in-class presentation.</p> <p>Their presentations could include:</p> <ul style="list-style-type: none"><li>• AED – Can they find any figures to confirm the amount spent on advertising and the extra sales generated?</li><li>• Examples of the product's current promotional strategy</li><li>• Where their chosen product fits within the company's Ansoff matrix</li><li>• How drip marketing and viral marketing could be used for this product</li><li>• How the current promotional mix fits within the marketing strategy of the firm.</li></ul>	



# Thinking Contextually

Activities	Resources
<p><b>15. Exam questions</b></p> <p>Questions from the OCR A Level Business H430:  <a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/">http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/</a></p> <ul style="list-style-type: none"> <li>• F293 – q3 January 2010 (promotional mix)</li> <li>• F292 – q5 June 2010 (promotional strategy)</li> <li>• F293 – q2 January 2011 (promotion strategy)</li> <li>• F293 – q4 January 2012 (promotion)</li> <li>• F292 – q1 (b) June 2012 (promotion)</li> <li>• F292 – q5 June 2013 (promotion)</li> <li>• F293 – q4 June 2013 (social media promotion).</li> </ul>	<p>▶ Click here</p>
<p><b>16. External influences on marketing – social</b></p> <p>Social issues concern demographics, population rates, age distribution, attitudes and beliefs.</p> <p>Students should create a mind map outlining the influence these factors would have on the marketing mix of a firm.</p>	
<p><b>17. External influences on marketing – legal</b></p> <p>Here are links to teaching resources to assist with teaching legal influences on marketing:</p> <ul style="list-style-type: none"> <li>• The Advertising Standards Authority provides some excellent resources for schools surrounding the regulation of advertising. They can be found here:  <a href="http://www.asa.org.uk/News-resources/School-parent-resources.aspx">http://www.asa.org.uk/News-resources/School-parent-resources.aspx</a></li> <li>• The Marketer – A large number of examples surrounding legal issues faced within marketing:  <a href="http://www.themarketer.co.uk/by-subject/legal/">http://www.themarketer.co.uk/by-subject/legal/</a></li> </ul>	<p>▶ Click here</p> <p>▶ Click here</p>





# Thinking Contextually

Activities	Resources
<p><b>18. External influences on marketing – ethics</b></p> <ul style="list-style-type: none"> <li>• 'Issues in Marketing' – Notes on ethical issues in marketing which can be used as a starting point for discussion:  <a href="https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/social-responsibility-ethics-in-marketing-16/ethics-in-marketing-102/issues-in-marketing-502-10770/">https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/social-responsibility-ethics-in-marketing-16/ethics-in-marketing-102/issues-in-marketing-502-10770/</a></li> <li>• Further notes on ethics in marketing:  <a href="http://www.learnmarketing.net/ethicalmarketing.htm">http://www.learnmarketing.net/ethicalmarketing.htm</a></li> <li>• Further notes on ethics in marketing:  <a href="http://www.marketing-schools.org/types-of-marketing/ethical-marketing.html">http://www.marketing-schools.org/types-of-marketing/ethical-marketing.html</a></li> <li>• PowerPoint on marketing ethics:  <a href="http://www.slideshare.net/clawtin09/marketing-ethics">http://www.slideshare.net/clawtin09/marketing-ethics</a></li> </ul>	<p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>
<p><b>19. External influences on marketing – environmental</b></p> <p>Innocent – environmental marketing. How does a young man buying a drink in England help a young man in Uganda achieve his dream? Innocent created the 'Chain of Good, advert, highlighting their corporate social responsibility (CSR) and their social marketing approach:</p> <p>Chain of Good – Uganda (1.00): <a href="https://www.youtube.com/watch?v=LeXgxN24loc">https://www.youtube.com/watch?v=LeXgxN24loc</a></p> <p>An extended version (2.56), looking at what happens if consumers don't make the choice to buy an Innocent smoothie, can be found at: <a href="https://www.youtube.com/watch?v=SNiarYmovow">https://www.youtube.com/watch?v=SNiarYmovow</a></p>	<p>▶ Click here</p> <p>▶ Click here</p>
<p><b>20. External influences on marketing – economic</b></p> <p><a href="http://mbaed.tripod.com/marketing101/id9.html">http://mbaed.tripod.com/marketing101/id9.html</a></p> <p>This article explains clearly how economic factors affect marketing.</p>	<p>▶ Click here</p>



# Thinking Contextually

Activities	Resources
<p><b>21. External influences on marketing – political</b> <a href="http://www.bbc.co.uk/news/business-18247584">http://www.bbc.co.uk/news/business-18247584</a></p> <p>In 2012, the UK Chancellor of the Exchequer announced that VAT would be applicable on all 'hot takeaway food'. Following this, Greggs bakery created a marketing campaign to pressurise the government into reversing the decision.</p> <p>Students should research the case of Greggs vs 'The Pasty Tax', focusing on the impact the proposed change in VAT would have had on Greggs and evaluate how successful their marketing campaign to fight the tax was.</p>	<p> Click here</p>
<p><b>22. External influences on marketing – technological</b> <a href="https://www.youtube.com/watch?v=PcZg51lI9no">https://www.youtube.com/watch?v=PcZg51lI9no</a></p> <p>Students should watch the film clip – 'Did You Know?' (4:58). The clip looks at changes in the world and technology. Some specific quotes from the video are given below: these can be used as starters for discussion surrounding how technological changes have impacted and will impact on marketing strategies:</p> <p><i>'Using technologies that don't yet exist'</i></p> <p><i>'1.3 billion active Facebook users'</i></p> <p><i>'5.9 billion Google searches every day'</i></p> <p><i>'Angry Birds Space took 35 days to reach an audience of 50 million'</i></p> <p>The clip finishes with the quote <i>'So what does it all mean?'</i> which will provide a lead-in to discussion.</p>	<p> Click here</p>



# Thinking Contextually

Activities	Resources
<p><b>23. External influences on marketing – international</b></p> <p>Notes on international marketing: <a href="http://www.marketingteacher.com/what-is-international-marketing/">http://www.marketingteacher.com/what-is-international-marketing/</a></p> <p>International business can prove difficult, especially when faced with language barriers. The two links below provide examples of some products that have caused translation issues:</p> <ul style="list-style-type: none"> <li>• International – language barriers – ‘Language Translation: Test Product Names before Entering New Countries’: <a href="http://www.practicalecommerce.com/articles/2189-Language-Translation-Test-Product-Names-before-Entering-New-Countries">http://www.practicalecommerce.com/articles/2189-Language-Translation-Test-Product-Names-before-Entering-New-Countries</a></li> <li>• ‘International Business: Some brand names don’t translate well’: <a href="http://www.deseretnews.com/article/700078810/Some-brand-names-dont-translate-well.html?pg=all">http://www.deseretnews.com/article/700078810/Some-brand-names-dont-translate-well.html?pg=all</a></li> </ul> <p>Research task – Can students find any further examples of products that have faced problems with translation/language? How did the business concerned deal with the issue?</p>	<p><a href="#">Click here</a></p> <p><a href="#">Click here</a></p> <p><a href="#">Click here</a></p>
<p><b>24. Marketing and the external environment</b></p> <p><a href="https://www.youtube.com/watch?x-yt-ts=1422503916&amp;v=ppl9WCARDK0&amp;x-yt-cl=85027636">https://www.youtube.com/watch?x-yt-ts=1422503916&amp;v=ppl9WCARDK0&amp;x-yt-cl=85027636</a></p> <p>The film clip above (9.15) looks at PESTLE and applies it to British Airways – n.b. the sound quality of the clip is not great, but the information is. During the clip, ask students to write down the PESTLE factors that British Airways faces. Can they add any of their own?</p> <p>Using this information, students should evaluate the relative importance of each of the factors on British Airways’ operations and recommend ways in which the company’s marketing may need to be adapted in light of these external factors. Feedback from this activity could be through a written essay, presentation, storyboard/poster or mind map.</p>	<p><a href="#">Click here</a></p>
<p><b>25. Responding to changes in the external environment</b></p> <p>Times 100 Case Study (ed 16) – ‘Responding to changes in the market environment’ – Jessops: <a href="http://businesscasestudies.co.uk/jessops/responding-to-changes-in-the-market-environment/introduction.html#axzz3Q7TmohN5">http://businesscasestudies.co.uk/jessops/responding-to-changes-in-the-market-environment/introduction.html#axzz3Q7TmohN5</a></p>	<p><a href="#">Click here</a></p>
<p><b>26. Marketing strategy for growth</b></p> <p>Times 100 Case Study (ed 13) – ‘Marketing strategy for growth’: – Wilkinsons: <a href="http://businesscasestudies.co.uk/wilkinson/marketing-strategy-for-growth/introduction.html#axzz3Q7TmohN5">http://businesscasestudies.co.uk/wilkinson/marketing-strategy-for-growth/introduction.html#axzz3Q7TmohN5</a></p>	<p><a href="#">Click here</a></p>

# Thinking Contextually

Activities	Resources
<p><b>27. Marketing strategy case study</b></p> <p>Presentation on marketing strategy at Chelsea FC: <a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/btec-national-conference-chelsea-marketing-presentation">http://www.tutor2u.net/blog/index.php/business-studies/comments/btec-national-conference-chelsea-marketing-presentation</a></p> <p>Can students think of any ways that Chelsea could improve its marketing strategy? Students could recommend and justify a new strategy for a firm such as Chelsea FC.</p>	<p>▶ Click here</p>
<p><b>28. Exam question</b></p> <p>Question from the OCR A Level Business H430: <a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/">http://www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/</a></p> <ul style="list-style-type: none"><li>• F239 – q5 January 2011 (Marketing Strategy)</li></ul>	<p>▶ Click here</p>





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