

Cambridge TECHNICALS LEVEL 3

# ***BUSINESS***

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Unit 5

Marketing and market research

Model assignment

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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](http://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 and market research, 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:

- have the opportunity to research similar small businesses in their local area
- are given the recommended time in order to complete the tasks
- complete all tasks and produce evidence individually for their portfolio
- reference and provide relevant evidence of both primary and secondary research methods

## Resources to complete the tasks

The learners will require access to a medium size business. In the context of this assignment, learners should have the opportunity to study a lunch service that delivers to a business park in your local area. Centres are advised to recommend appropriate businesses for the learners to use. A visit to the business or a visiting speaker would enhance the learner journey.

When completing Task 1, learners will be given the opportunity to demonstrate their verbal communication skills when completing the presentation.

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 15 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 do require that evidence **must** take a specific format for some/all of the tasks in this assignment. We have made that clear in the tasks. Where we prescribe the format, we state this as 'You must produce an xxx' or 'Your evidence must include a xxx'. When we do not prescribe the format, we say 'You could include a report on...'. Please look out for this and make sure learners realise that we have prescribed the format for some/all of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format does not prevent the learner from accessing the 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 unit based upon marketing and market research, does not require learners to work in groups.

This assignment **has not** been designed 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 OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>.

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 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 5: Marketing and market research

### Scenario

## Office Lunches

Elizabeth Brentley, a sole trader, started 'Office Lunches' in 2015. She noticed a growing trend for office workers having lunch 'on-the-go' and therefore decided that to make lunch even quicker, businesses could pre-order food to be made freshly that day and delivered to the offices for employees to enjoy.

When the business first started, sales steadily started to increase, but lately, this has not been the case. Elizabeth wants to ensure that she increases her numbers of loyal customers, with the hope that these customers recommend the business to other offices, thereby resulting in a much larger output of orders on a daily basis in order for the business to succeed.

She currently employs four members of staff who undertake a variety of different roles, which include purchasing the stock, making up the orders and delivering them to offices. Staff are either full-time or part-time employees.

Elizabeth has recognised that it is a very competitive market and would like some direct information, advice and input from you, as she is aware that you have been studying marketing and market research as part of your Cambridge Technical in Business course. Elizabeth has set out three tasks for you to complete.

# The tasks

You are required to complete three different tasks for this unit

## Task 1: How Marketing works

(This task should take between 4 and 5 hours.)

Learning Outcome 1: *Understand the role of marketing in businesses* and

Learning Outcome 2: *Know the constraints on marketing*, is assessed in this task.

Your task is to design and produce an individual presentation. The presentation **must**:

- Explain the role of the marketing function in business
- Describe how carrying out market analysis can benefit a business like Office Lunches
- Describe the constraints on marketing for a business like Office Lunches
- Explain how businesses typically measure the impact of their marketing using at least two contrasting businesses as examples.

Your presentation **could** also include:

- An analysis of the impact of a particular marketing campaign run by a specific food retail business.

The specific marketing campaign that you select, should enable the owner of Office Lunches to see marketing theories working in a real life situation, hopefully understanding how Office Lunches could develop its marketing in the future.

The presentation will be presented to Elizabeth Brentley who is keen to improve the current marketing activities of the business.

Pass	Merit	Distinction
P1: Explain the role of the marketing function in business	M1: Analyse the impact of a particular marketing campaign run by a specific business	
P2: Describe how carrying out market analysis can benefit a business		
P3: Explain how businesses measure the impact of their marketing using at least two contrasting businesses		
P4: Describe the constraints on marketing for a specific business		
<b>Evidence</b>		
<ul style="list-style-type: none"> <li>• Your presentation with accompanying notes, must explain the role that the marketing function plays within a business linking this to other functions within the business, how marketing analysis can benefit a business, and an explanation of how businesses measure the impact of their marketing using at least two contrasting businesses, as well as the constraints on marketing for a specific business.</li> <li>• You could include examples of marketing concepts which highlight and support your explanations.</li> <li>• You could include an analysis of the impact of a particular marketing campaign run by a specific business.</li> </ul>		

## Task 2: Market Research

(This task should take between 4 and 5 hours.)

Learning Outcome 3: *Be able to carry out market research for business opportunities* is assessed in this task.

After listening to your presentation, Elizabeth Brentley now understands the importance of successful marketing for a business. She is now keen to improve the marketing for Office Lunches. She has an idea about introducing an ordering service via an app (or something similar) for use via a tablet or smart phone, where customers can order lunches in advance hopefully making this a USP (Unique Selling Point) for the business.

You have been commissioned to complete detailed market research on behalf of Office Lunches in order to improve its profile and sales. Elizabeth wants to ensure that she runs a quality and effective service. Without your help, she is worried that the business will not survive.

You **must**:

- select the market research method, type and tools that you wish to use and give reasons for your choice.

Elizabeth approves your proposal and asks you to complete some further tasks. You **must**:

- conduct primary **and** secondary research to identify business opportunities for a specific business.

Once the research has been completed you **could**:

- assess your choice of research methods and types, explaining how effective they were
- justify the choice of questions and sequence of questions used in your market research.

Pass	Merit	Distinction
P5: Select market research method, type and tools for a market research proposal and give reasons for the choice.	M2: Based on own research, assess the choice or market research method and type used, explaining their effectiveness	D1: Justify the choice and sequence of questions used in the market research
P6: Conduct primary and secondary research to identify business opportunities for a specific business		
<b>Evidence</b>		
<ul style="list-style-type: none"> <li>• Your proposal <b>must</b> be a document which includes the reasons for your choices. All work must be completed on an individual basis, in order to successfully meet the grading criteria.</li> </ul>		

### Task 3: Validate and Present Market Research Findings

(This task should take between 4 and 5 hours.)

Learning Outcome 4: *Be able to present market research findings* is assessed in this task.

The owner of Office Lunches, Elizabeth Brentley, is pleased with the progress that you have made by carrying out detailed market research. She has asked for the results to be presented directly to her in the near future.

You **must** complete the following tasks for Elizabeth:

- Assess the validity of your market research findings for Office Lunches against your market research proposal
- Present market research findings in an appropriate format for the data obtained and for Elizabeth to use.

You **could** also complete the following:

- Based on your assessment of your market research findings, recommend improvements or additional market research that Office Lunches would benefit from undertaking
- Recommend and justify marketing decisions that Office Lunches could take based on your research.

Pass	Merit	Distinction
P7: Assess the validity of market research findings for a specific business opportunity against its market research proposal	M3: Based on assessment of own market research findings recommend improvements or additional market research requirements	D2: Recommend and justify marketing decisions that the business could take
P8: Present market research findings in an appropriate format for the data obtained and audience		
<b>Evidence</b>		
<ul style="list-style-type: none"> <li>• You must produce a report of your assessment and findings.</li> <li>• Examples of completed primary research must be included (a selection of which must be referred to – not just for illustrative purposes) as evidence as part of the portfolio.</li> </ul>		

# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Business

### Unit 5: Marketing and market research

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.
Explained the role of the marketing function in business (P1)	
Described how carrying out market analysis can benefit a business (P2)	
Explained how businesses measure the impact of their marketing using at least two contrasting businesses (P3)	
Described the constraints on marketing for a specific business (P4)	
Selected market research method, type and tools for a market research proposal and give reasons for the choice (P5)	
Conducted primary and secondary research to identify business opportunities for a specific business (P6)	
Assessed the validity of market research findings for a specific business opportunity against its market research proposal (P7)	
Presented market research findings in an appropriate format for the data obtained and audience (P8)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Analysed the impact of a particular marketing campaign run by a specific business (M1)	
Based on own research, assessed the choice or market research method and type used, explaining their effectiveness (M2)	
Based on assessment of own market research findings recommended improvements or additional market research requirements (M3)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Justified the choice and sequence of questions used in the market research (D1)	
Recommended and justified marketing decisions that the business could take (D2)	

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