

Cambridge TECHNICALS LEVEL 3

BUSINESS

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Unit 7

Marketing Campaign

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.

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

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

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

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

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

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

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

Before using this assignment to carry out assessment

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

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

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

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

When completing the assignment

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

Tutors should ensure that learners:

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

Resources to complete the tasks

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

Time

You should plan for learners to have approximately 10 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 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 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.

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.

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.

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

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

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

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

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

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

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

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

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

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

Q How will my work be assessed?

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

Assignment for learners

Unit 7: Marketing Campaign

Scenario

The Light Farm

Michael and Jenny Anderton purchased a farm ten years ago, focusing on producing organic food for people to enjoy. Over the years, the business has grown, culminating with them opening a farm shop and extending the line of products sold.

Due to the changes in the economic climate, the number of regular customers started to diminish. As a result of this, they started to increase their basic marketing activities using adverts, leaflets and a website as well as trying to think of different methods in order to increase their customer base.

The local area suffered a very cold winter last year, and as a direct result of the bad weather, they decided to deliver produce to elderly customers who remained supportive of their business, but could not get to the farm shop. This seemed to be welcomed and word spread locally; the news even reported it in the local and national press. Michael and Jenny then thought that this idea could be the new element to their business.

They started to deliver produce to locals and this has continued ever since but there have been problems with the limited variety and supply of produce, customer orders and delivery schedules. They have been trying to run the farm and fulfil deliveries but recognise that they may need to employ more staff as well as have more transport options. Michael and Jenny have the ability to expand these areas as they have recently been left a substantial amount of money in the will of a relative.

Michael and Jenny have started to look at other similar businesses to themselves such as Riverford, Local Farm Box and West Mills Organic. They are particularly interested in how these businesses use the marketing mix, including digital marketing methods and advertising and digital agencies and the impact that these methods could have on this new element to their business.

Michael and Jenny are excited about this new challenge and are looking forward to producing a suitable marketing campaign. They are aware that you have been studying marketing campaigns as part of your Cambridge Technical in Business course and they have asked you to help them provide some marketing support.

You will be required to complete a number of different tasks in order to complete this unit. Some tasks will require you to investigate different businesses, using the internet to aid your research, whilst other tasks will require you to use your marketing skills specific to Michael and Jenny's business 'The Light Farm'. The suggested businesses that you could use will be stated within the task.

The tasks

To complete this unit you will be required to complete three tasks.

Task 1: Reviewing Marketing Campaigns

(This task should take between 2 to 3 hours – **excluding** research time.)

Learning Outcome 2: *Understand the elements of the marketing mix*

Learning Outcome 3: *Understand how businesses use digital marketing and the impact it has on businesses and their customers*

Learning Outcome 4: *Understand the role of Public Relations (PR), advertising and digital marketing agencies in business* (partial) are assessed in this task.

Your task is to create a report that **must**:

- explain how the 'Riverford' business based in Devon, has applied the marketing mix to their business
- describe how 'Riverford' makes use of digital marketing (including social media)
- explain the impact of digital marketing on 'Riverford' and its customers
- explain how 'Riverford' has used a digital marketing agency.

Your report **could** also:

- Analyse how a **contrasting** business has also applied the marketing mix and used social media, in order to increase its brand awareness. Select a contrasting business in order to create your comparisons.
- Recommend and justify improvements that 'Riverford' could make to its marketing mix.
- Evaluate the effect of digital marketing on the customers' perception of a business like 'Riverford'.

Research aids

'Riverford' used a digital marketing agency called 'Jellyfish'. The Jellyfish website at the time stated that:

"The Riverford box scheme began with one man delivering vegetables locally in the Devon countryside to 30 friends. Today Riverford Organic deliver over 40,000 boxes a week across the UK. As part of an initiative to drive additional acquisition targets and enhance brand recognition for Riverford, Jellyfish put together a display campaign delivered via the Google Display Network and Mexad Display Engine Marketing platform. With creative provided by our in house studio, an effective additional channel was created to help drive the Riverford offering to a new and wider audience. Creative was also provided for use in tactical remarketing activity, helping to close the loop with users who had previously visited the Riverford site, but failed to convert on their first visit."

Case Study:

Riverford: Paid search hits sales target within first month

Riverford began as a small organic farm based in Buckfastleigh in Devon. By early 2010, Riverford had created a network of farms across the UK and was delivering 45,500 organic vegetable, meat and dairy boxes weekly to 60,000 households nationwide.

Services provided:

[PPC management](#)



PPC campaign results - key metrics

- ▶ The client was receiving approximately 150 sales via PPC every month before Jellyfish launched the campaign
- ▶ Jellyfish were set a target of 200 a month - this was achieved within the first full month of managing the campaign
- ▶ After 12 months, sales had increased by 70% YOY

Campaign summary

Jellyfish designed and developed a new Riverford campaign microsite. When the browser wanted to place an order, they were diverted to the main Riverford site on the 'place new order page'. To avoid any customer confusion or leakage points, Jellyfish requested the client create a unique order page solely for customers arriving via the Jellyfish microsite.

Jellyfish took over Riverford's existing Google AdWords account in August 2009. The keyword portfolio was expanded upon and built in the Jellyfish structure which was also implemented through the new Yahoo! and Bing accounts, ensuring that Riverford was represented across all the networks. In the first month of POC when positive sales volumes were logged, the original keywords in the account were restructured into the Jellyfish structure for ease of management.

You could use the following website links as part of your research:

<http://www.riverford.co.uk/>

<http://www.jellyfish.co.uk/>

<http://www.jellyfish.co.uk/ppc/ppc-management/>

Pass	Merit	Distinction
P2: Explain how a specific business has applied the marketing mix	M1: Compare how two contrasting businesses have applied the marketing mix	D1: Recommend and justify improvements a specific business could make to its marketing mix
P3: Describe how a specific business makes use of digital marketing		
P4: Explain the impact of digital marketing on a specific business and its customers		
P6: Explain how a specific business has used a digital marketing agency	M2: Analyse how two contrasting businesses have used social media to increase brand awareness	D2: Evaluate the effect of digital marketing on the customers' perception of a specific business
Evidence		
<p>You must produce a detailed written report which:</p> <ul style="list-style-type: none"> • Explains how the marketing mix has been applied. • Describes how a business makes use and explains the impact of digital marketing on the business and its customers. • Explains how the business has used a digital marketing agency. 		
<ul style="list-style-type: none"> • You could include an analysis of how two contrasting businesses have applied the marketing mix and used social media to increase its brands awareness. • Your report could also include recommendations and justifications of improvements to 'Riverford's' marketing mix. • You could include an evaluation of the effect of digital marketing on the customers perception of a business like 'Riverford'. <p>It is important that suitable businesses are selected in order to fully meet the needs of the assessment criteria.</p>		

Task 2: The Marketing Campaign

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

Learning Outcome 1: *Understand the purpose of marketing campaigns*

Learning Outcome 4: *Understand the role of Public Relations (PR), advertising and digital marketing agencies in business (– partial)*

Learning Outcome 5: *Be able to plan marketing campaigns* are assessed in this task.

Your task is to create a plan for Michael and Jenny Anderton which **must** include:

- An explanation of the purpose of a marketing campaign for a specific business, including the key factors which influenced the campaign.
- An explanation of the role of PR and advertising agencies in the development of a specific marketing campaign.
- An explanation of the benefits and drawbacks of using agencies for a specific marketing campaign.
- A detailed plan of a marketing campaign for The Light Farm.

You **could** also include in your plan, justifications of the decisions made for the suggested marketing campaign that you are proposing to Michael and Jenny Anderton.

Pass	Merit	Distinction
P1: Explain the purpose of a marketing campaign for a specific business, including the key factors which influenced them		
P5: Explain the role of PR and advertising agencies in the development of a specific marketing campaign		
P7: Explain the benefits and drawbacks of using agencies for a specific marketing campaign		
P8: Plan a marketing campaign for a specific business's product or service		
	M3: Justify the decisions made in a plan for a marketing campaign for a specific business	
Evidence		
<p>You must produce a written plan fully explaining:</p> <ul style="list-style-type: none"> • The purpose of a marketing plan. • The role of PR and Advertising agencies in the development of marketing campaigns. • The benefits and drawbacks of using agencies for a specific marketing campaign • The marketing campaign for 'The Light Farm'. <p>You could also include justifications of the decisions made in a plan for a marketing campaign for 'The Light Farm'.</p>		

Task 3: The Pitch and Review

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

Learning Outcome 6: *Be able to pitch planned marketing campaigns* is assessed in this task.

Your task is to prepare and deliver a pitch to the owners of 'The Light Farm', so that they will be fully informed about the marketing campaign that you have devised for the delivery side of their business.

Your pitch **must**:

- Demonstrate a variety of different verbal and non-verbal skills as well as presentation tools.

You **must**:

- Review the pitch which should include some recommendations for improvements. This could be obtained from audience reviews of your pitch.

Pass	Merit	Distinction
P9: Prepare and deliver a pitch for a marketing campaign for a specific business's product or service, using a combination of verbal, non-verbal skills and presentation tools		
P10: Review a pitch for a planned marketing campaign with recommendations for improvement		
Evidence		
<ul style="list-style-type: none">• Your pitch, with accompanying notes, should fully meet the requirements of the assessment criteria showing your ability to use both verbal and non-verbal skills and presentation tools.• Evidence of feedback from others must also be presented in your portfolio, in order to review and therefore make recommendations for improvements of the pitch.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Business

Unit 7: Marketing Campaign

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 purpose of a marketing campaign for a specific business, including the key factors which influenced them (P1)	
Explained how a specific business has applied the marketing mix (P2)	
Described how a specific business makes use of digital marketing (P3)	
Explained the impact of digital marketing on a specific business and its customers (P4)	
Explained the role of PR and advertising agencies in the development of a specific marketing campaign (P5)	
Explained how a specific business has used a digital marketing agency (P6)	
Explained the benefits and drawbacks of using agencies for a specific marketing campaign (P7)	
Planned a marketing campaign for a specific business's product or service (P8)	
Prepared and delivered a pitch for a marketing campaign for a specific business's product or service, using a combination of verbal, non-verbal skills and presentation tools (P9)	
Reviewed a pitch for a planned marketing campaign with recommendations for improvement (P10)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Compared how two contrasting businesses have applied the marketing mix (M1)	
Analysed how two contrasting businesses have used social media to increase brand awareness (M2)	
Justified the decisions made in a plan for a marketing campaign for a specific business (M3)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Recommended and justified improvements a specific business could make to its marketing mix (D1)	
Evaluated the effect of digital marketing on the customers' perception of a specific business (D2)	

To find out more
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