

Unit 1: Marketing Principles

Delivery guidance

Approaching the unit

This mandatory unit provides you with an opportunity to help learners understand the role of marketing in businesses. The unit is assessed using a Pearson Set Assignment. The assignment is set by Pearson, delivered and marked by centres. You can prepare learners for their assignment by encouraging them to analyse case studies of a range of marketing scenarios. Learners should be familiar with a range of businesses operating in different markets. It is important to help learners develop their ability to analyse case study material as this will form an important part of their assignment. Practice activities in class will help learners gain confidence with this approach.

Delivering the content areas

Learning aim A considers how marketing fits into different types of business and markets. You should make sure that learners are given the opportunity to examine a range of different aspects of marketing practice. For example, alongside the commercial activities of companies manufacturing popular consumer goods like games consoles, you might encourage learners to look at the marketing activities of the manufacturers of capital goods and health awareness campaigns by charities to give an idea of the full range of marketing activities used in different types of organisations. Learners need to explore the significance of marketing, developing an understanding of the significance of the development of a unique brand by different businesses, how it links and supports other functions and how marketing is affected by the types of markets in which it operates. The setting of marketing objectives is also important and how these support the overall aims of the business.

For learning aim B, you should encourage your learners to conduct primary and secondary market research and to analyse their findings. You should help learners to interpret their research, using it to conduct different types of situational analysis. This could be used as the basis for presentations to other learners or to local businesses. You should consider inviting local businesses from different types of market (e.g. B2B and B2C, mass and niche market) to see the presentations of research and offer learners feedback on how useful their findings are in making marketing decisions.

For learning aim C, learners could design their own segments for a given product or service. They could also be provided with some products and services in which they need to then work out how the organisation has segmented their customer base. B2B and B2C products and services should be considered. They then also consider consumer buying behaviour and consider customers' needs and wants and the different benefit they reap from different products. They could also consider case studies of different types of purchases.

For learning aim D, learners could propose a marketing mix based on the needs of a local business, for example, when launching a new product. This would allow them to learn actively about how the marketing mix is used by businesses to plan their marketing activities. For example, learners might identify a gap in the market for a particular product or service.

In order to cover the full scope of the unit, learners need to examine case studies of marketing activity by different businesses, particularly the way in which the marketing mix is influenced by different factors. Newspaper articles could be simplified into mini case studies, for example, the response of Nintendo to the need for customers to have a flexible games console resulted in the development of the Switch might provide a good opportunity to consider the appropriateness of different pricing strategies, but care must be taken to avoid leaving learners focusing on the context at the expense of the theory.

Your learners could use the websites of a range of marketing organisations falling within the public, private, voluntary and not-for-profit sectors, in order to establish the characteristics of different marketing organisations.

You may find that some of your learners have limited 'first-hand' experience of different marketing roles. There are many useful video clips available on YouTube to provide a visual insight into the products and services provided by many marketing organisations and marketing in-house departments. Used selectively these can support and enhance delivery.

Educational visits and guest speakers can be a highly beneficial way of building a foundation for learners when conducting classroom-based research. It is possible to organise visits that do not incur too many costs, for example:

- a trip to a local marketing agency
- a visit to an in-house marketing department
- a few hours spent attending a talk by your school/ college's marketing department.

Many marketing organisations have employees who are willing to provide talks tailored to the needs of educational groups. A vast number of organisations also have a section of their website dedicated to educational resources, which can be accessed free of charge, and which can greatly enhance the learning experience.

Learners should be introduced to the wide range of technology used in the marketing industry today. It would be beneficial for learners to develop an understanding of the rapid technological developments within the industry over recent years. Learners should also be made aware of potential advantages and disadvantages of the use of technology to both businesses and their customers.

You should encourage learners to become more inquisitive about what is happening around the world and how this impacts the marketing industry. Share breaking news with them and discuss likely impacts on marketing.

Trade magazines will prove to be invaluable resources when delivering all of the Content areas.

Learners should be directed to explore how marketing continues to change over time. Be mindful that learners tend to focus on insignificant developments, rather than more pertinent factors that have been instrumental in the evolution of the industry.

They should be encouraged to explore a variety of real-life examples of how the industry is evolving over time. A range of case studies could be used to explore the responses of organisations to these.



Assessment guidance

The assessment of this unit is through a Pearson Set Assignment, set by Pearson, delivered and marked by centres. Sample Assessment Materials are available to you to understand the requirements of the assessment.

This unit provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualification.

The assessment outcomes as listed in the specification provide the varying knowledge and understanding needed by learners in order to undertake the assessment, including demonstration and application of knowledge and understanding, analysis of marketing information and data and evaluation in order to make informed judgements. There is a glossary of terms typically used in assessment available from Appendix 2 of the specification.

Getting started

This gives you a starting place for one way of delivering the unit. Activities are provided in preparation for the Pearson Set Assignment.

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Introduction

You could introduce this unit to your learners by outlining the form of assessment and explaining that they will need to apply their knowledge of marketing to a range of case study examples.

Content area A: Marketing Activities

- For A1, begin by exploring the different types of market with learners. They could make interactive flash cards highlighting the different types of market and the significance of each. You Tube videos introducing marketing can provides lots of information about marketing.
- Case studies, for example about Uber offering a more differentiated service compared to its traditional competitors might be helpful to learners as they develop their understanding of different types of markets. In addition, Spotify and how they have integrated omni channels are useful in showing learners how they have stayed ahead of marketing trends
- You might, for example, want to encourage your learners to compare mass-market products with niche market alternatives. This could be achieved by assigning a specific industry to a group of learners, asking them to research assigned products and services within that industry, and this research could then be presented back to the whole group. For activities such as this you could give learners a note-taking frame to help them create notes from the activity. Alternatively, you might record the presentations and upload footage to your centre's Virtual Learning Environment for future reference.
- For A2, learners should explore the contribution of marketing to the achievement of corporate objectives. You Tube videos such as Eric Hippeau, CEO of Huffington Post "what is the role of marketing in long term business success." In addition, you could devise sorting games where learners could match different marketing activities to statements of corporate objectives. Learners could present their justifications for these decisions to their group as the basis of whole-group discussion.
- You might collect a range of adverts for different products in different types of markets and allocate different examples to groups of learners. Groups could prepare a presentation outlining the different features that make each advert distinctive. Learners could then consider whether other marketing activities would benefit that particular business and make recommendations.

Content area B: Researching and analysing the market

- This learning aim is particularly well suited to practical activities. Direct learners to collect research, individually or in groups. You could assign learners different methods of research and ask them to gather data on a specific industry or relevant local business.
- For B1 and B2, guide learners to present the findings of their research to the whole group and to comment on the significance of their findings.
- Prepare examples of internal data such as sales figures for different periods throughout the year. This would allow learners to analyse this data and make judgements based on the data, such as what would be the best market to enter.
- For B3, provide carefully selected articles to learners as the basis for a SWOT (Strengths/Weaknesses/Opportunities/Strengths) or PESTLE (Political/Economic/Sociological/Technological/Legal/Environmental) analysis based on a specific business. You may consider looking at McDonalds as an example of their entering into the Indian market where they had to research customers wants and needs as beef and pork are both meat types that hold religious sensitivity for many Indian people. McDonalds had to customise their menu keeping this in mind.
- Give learners decision-making activities where they match products to different, defined groups of potential customers, making judgements about the suitability of specific products for some customers and not others. This could be a card-sorting activity where learners pair images of products with images of customers and then give a written or verbal rationale for their decision.
- Identify market trends by focusing on a specific market. You could provide learners with data on sales levels and the number of branches of specific businesses. This would allow learners to identify patterns and comment on the underlying reasons. For example, with the video games market you could give sales data for physical retailers, online retailers and mobile phone apps. This would give learners the chance to spot different trends.
- Links with a local university would be a good source of data – liaison officers in a business school or library might be able to provide you with access to research material.

Content area C: Consumers and customers

- For C1, learners can undertake focussed research into a range of B2C and B2B products and services and look at how the business has segmented the market and they how they have been targeted and how the products/ services have been positioned.
- For C2, learners can consider cases where consumer's changes in their buying behaviour has not been recognised by businesses. The Cadbury Joy advert could also be shown to learners and a discussion regarding the emotive advertising used to encourage consumer behaviour. Other examples of adverts can be used and discussions regarding the benefits that customers derive.
- For C3, learners could be given a range of products and services to consider and then discuss which customer profiles they are aimed towards. This could lead to them researching marketing campaigns associated with these products and services and a discussion as to whether the targeted customers are profiled according to demographics, psychographics or behaviour.

Content area D: Developing a marketing strategy using a coordinated marketing mix

- For this learning aim, learners will need to be familiar with each of the sections of the marketing mix and factors that influence it.
- Assign different product ranges to groups of learners and ask them to analyse the marketing mix for these products. You could produce an example of this. Apple might make a good case study with a range of products at different life cycle stages.
- For D1-D7, the product ranges assigned to learners should allow the whole group to watch each presentation and make notes that cover the full range of content in the specification. For example, learners should be familiar with the full range of pricing strategies. Learners could also consider the Whopper Detour campaign created by Burger King which led to impressive results in terms of footfall and sales towards Burger King from McDonalds. In addition, the use of partnerships as a form of promotion can be explored and Uniqlo's partnership with MOMA is an example of this. Guerrilla marketing can be shown in terms of Nestle's KitKat's use of this method of promotion through an understanding of their brand i.e., the need to break from activity. The extended mix can be demonstrated through case studies such as Marriott International Hotels who improved issues for their customers through the use of ChatBotlr, a digital agent i.e., a chatbot. Physical evidence can be discussed through the use of typography and colour of some well-known brands and the colours used along with customers associations with these. Case studies such as Coca-Cola's use of the colour red and what message this gives to customers.
- For D8, help learners to understand the different influences on the marketing mix, using carefully selected case studies. For example, material on childhood obesity might be used to highlight the need to change products such as clothes or toys to reflect changing body sizes. This might be a good opportunity for lively debates about the ethics of some business activity and the extent to which ethics can or even should affect the marketing mix of a business. In addition, video clips such as "Lego's amazing marketing strategy" can be shown to learners and a discussion about how Lego managed to transform their marketing strategy in order to stay relevant with customers can be undertaken.
- For D9, learners need to fully understand the differences facing businesses that operate in B2B and B2C markets. This should be explored through the use of case studies, for example, generally, the costs of a sale for a B2B market is more than that of a B2C. Sorting exercises could be created to allow learners to understand the different types of



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marketing undertaken by these 2 different markets, for example, professional networking, buying leads, dedicated procurement staff, complex decision making processes, power of negotiation, lack of emotional element.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit gives the foundation for learners to study all other units in marketing. They will explore all aspects of marketing theory: activities, research, consumers and customers and the marketing mix.

Websites

https://www.youtube.com/watch?v=_R-f_AIRLT8

Understanding marketing fundamentals

<https://www.linkedin.com/pulse/what-ubers-competitive-advantage-ivan-zupic/>

Uber's competitive advantage over its more traditional competitors

<https://www.slideshare.net/JulianGamboa1/spotify-social-media-strategies-digital-marketing-today-s18>

Spotify's use of omni-channel marketing

<https://www.youtube.com/watch?v=IxM0mKFeTF8>

The role of marketing in long-term business success

<https://www.bbc.co.uk/news/business-30115555>

McDonald's entering into the Indian market

<https://www.liveplan.com/blog/what-is-a-swot-analysis-and-how-to-do-it-right-with-examples/>

Provides an example of a SWOT analysis

<https://www.toolshero.com/strategy/porter-five-forces-model/>

Provides information on Porter's Five Forces model

<https://www.investopedia.com/terms/p/porter.asp>

Provides information on Porter's Five Forces model

<https://www.youtube.com/watch?v=SP8E6ouSiC0>

Cadbury's joy advert – emotive advertising

<https://www.superheuristics.com/product-life-cycle-iphone/>

Apple and the product life cycle

http://www.digitaltrainingacademy.com/casestudies/2019/07/cannes_winner_burger_kings_whopper_detour_takes_top_direct_marketing_prize.php

Burger King's Whopper Detour campaign

<https://www.prophet.com/2015/07/241-the-uniqlo-and-moma-a-partnership-that-wins/>

Uniqlo and its partnership with MOMA

<http://www.creativeguerrillamarketing.com/guerrilla-marketing/kit-kat-take-a-break-machine-challenges-you-to-sit-for-a-minute/>

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Kit Kat and guerrilla marketing

<https://www.marketingdive.com/news/marriott-makes-more-room-for-chatbots-to-enhance-guest-experiences/510117/>

Marriott International Hotels and its use of chatbot

<https://strategicfactory.com/about-us/blog/the-psychology-of-color-how-coca-cola-captured-hearts-around-the-world.html>

Coca Cola and its use of colour

[https://www.worldobesity.org/what-we-do/our-policy-priorities/childhood-obesity#:~:text=Childhood%20obesity%20is%20one%20of,124%20million%20\(2016%20estimates\).](https://www.worldobesity.org/what-we-do/our-policy-priorities/childhood-obesity#:~:text=Childhood%20obesity%20is%20one%20of,124%20million%20(2016%20estimates).)

Childhood obesity

https://www.youtube.com/watch?v=4DI_XSh8hk4

Lego's amazing marketing strategy

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutor's bookmark useful websites and consider enabling learners to access them through the school/college intranet.