

Unit 3 Marketing

The purpose of this unit is to give students an understanding of marketing, its role and functions, together with some development of Market Research. The unit requires little in the way of prior knowledge but will draw heavily on students' own experiences as customers and consumers. Some understanding of the ideas of units 1 and 2 would also be useful, particularly aspects to do with size and objectives and different departments in a business. It is therefore recommended that this unit follows units 1 and 2.

Teaching should be based on practical examples of marketing strategies where possible, drawn from the local business environment, or possibly through a young enterprise activity (see list of resources for web site).

The topics will require access to a suitable textbook. For this purpose, IGCSE Business Studies Second Edition by Karen Borrington and Peter Stimpson is recommended. Chapters 16 to 22 will be very useful; in particular, the case studies and exercises. Resources on the accompanying CD-ROM also provide useful worksheets, class activities and case studies.

Assessment could be undertaken through a marketing assignment that analyses the mix for a well-known brand or the production of a marketing mix for the students own product, based on their own market research.

Topics covered in this unit are:

- 3.1 The role of marketing
- 3.2 Market research
- 3.3 Presentation and use of results
- 3.4 Market segmentation
- 3.5 Mass and niche marketing
- 3.6 Marketing mix
- 3.7 Product
- 3.8 Price
- 3.9 Place - Distribution
- 3.10 Promotion
- 3.11 Marketing strategy
- 3.12 Marketing budget
- 3.13 Revision

The Scheme is neither intended to be prescriptive, nor complete, as local conditions will vary: time and resource availabilities are likely to differ considerably. More, the Scheme is intended to give ideas to teachers upon which they can build. It is certainly not intended that teachers undertake all of the activities shown in the various units – that would be impossible in

the time usually available – but rather to offer choices which could depend on local conditions. Timings for topics have not been given, as there is a great deal of variability in time available for the qualification from centre to centre.

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	Topic	Specification	Chapter	Activities	Resources	Glossary
3.1	Role of marketing	Describe the role of marketing.	16	Identify some marketing strategies of businesses using newspapers, magazines, students' experiences and so on. Use this to identify consumer markets, industrial markets. Discuss product orientation and market orientation. Identify different marketing objectives using practical examples.	Magazines, newspapers e.g. http://metimes.com (Egypt) www.nationaudio.com/news/dailynation (Kenya) www.lexpress-net.com (Mauritius - French) www.arabnews.com (Saudi Arabia) www.abc.es (Spain – Spanish) www.bangkokpost.com (Thailand) www.gulfnews.com (UAE)	Market Marketing Market orientated Product oriented.
3.2 and 3.3	Market research (primary and secondary)	Appreciate the need for market research. Understand how	17,18	Choose an appropriate topic e.g. identify a gap in the market such as a	If, for example, soft drinks were chosen students could go to www.coca-cola.com or www.pepsico.com for their secondary sources. See also resource list.	Consumer panels Desk/field research Primary/secondary Questionnaire

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	<p>Presentation and use of results.</p>	<p>a business carries out market research; limitations of market research.</p> <p>Present, analyse and interpret simple market research information.</p> <p>Understand the factors that influence the accuracy of market research.</p>		<p>local vacant shop or what to sell in school, Get students to carry out a market research exercise including some primary research in the form of carrying out a questionnaire. Also carry out secondary research on the topic chosen of suitable internet sites for the research. This could very usefully be tied in with the advertising section below.</p> <p>Students could present their results in an effective manner and appraise each others work – especially the accuracy of the information gathered.</p>	<p>Resources for class presentations.</p>	<p>Quota/random sample. Bar chart Pictogram Pie chart</p>
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3.4 and 3.5	Market segmentation (purpose and methods). Mass market; niche market.	Understand how and why market segmentation is carried out Appreciate the difference between mass marketing and niche marketing.	16	Give the students a product for them to identify the different segments of the market. Compare a mass market product (e.g. coca-cola) with a niche market product (e.g. diet coke). Segmentation is usefully covered in the Australia Tourist commission case in the Times 100.	www.thetimes100.co.uk and follow links to Australian Tourist Commission.	Mass market Niche market Segmentation Target market Target audience
3.6	Marketing mix	Identify and explain the elements of the marketing mix (brief introduction)	16	IGCSE CD-ROM class activity on the marketing mix plus worksheets Examine the practical aspects of marketing a product. Teacher input and case study e.g. Nestle	IGCSE Business Studies CD-ROM www.thetimes100.co.uk and follow links to Nestle case study.	Price Product Place Promotion Packaging
3.7	Product (design, brand, packaging, life cycle)	Understand why businesses brand products. Demonstrate an understanding of the product life cycle and extension strategies. Appropriate importance of the	19	Compare the brands for a particular product. A product such as mobile phones could be taken as an example and study of how products change in relation to recent developments. Design the	www.thetimes100.co.uk Websites of telephone service providers in own country. Some interesting material on product development on www.dyson.com , www.icnet.uk , www.bpamoco.com , www.celltech.co.uk	

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		packaging.		packaging for a new product e.g. food product.		
3.8	Price (price elasticity of demand, pricing methods and strategies)	Understand how pricing decisions are made. Understand the significance of price elasticity of demand (calculations will not be required).	20	Compare prices of a consumer good between different brands and different outlets. Develop the concept of the relationship between price and demand. Elasticity needs to be teacher led discussion.	If there are few outlets locally, the internet could be used. www.which.net is the web site of the UK Consumer Association and could be used to compare pricing of specific products.	Competitive pricing Cost plus pricing Price skimming Promotional pricing Elasticity
3.9	Place - Distribution channels.	Appreciate the importance of distribution channels and the factors that determine the selection of them.	22	Students can compare a retail outlet for a product (e.g. some item of clothing) with buying using e-commerce. Discuss the advantages of a wholesaler. Give students a selection of products and decide which methods of transport to use.	e.g. by using www.yahoo.com and follow shopping links.	Retailer Wholesaler agent
3.10	Promotion (advertising, free gifts, point of sale, etc).	Understand the role of promotion.	21	Students develop their own advertising strategy for a product of their choice, with a realistic budget. They can research local advertising rates in various media.	Useful material on www.tka.co.uk/magic/ An assignment sheet specifying the task.	AIDA Brand image Brand loyalty Brand name Informative advertising Persuasive advertising

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				Consideration of promotion that could be used for a variety of different products.		Point of sale
3.11	Marketing strategy. The 4 P's link together.	Understand how the mix can be used to influence consumer purchasing. Understand how the marketing mix can change as the product goes through its product life cycle. Select and justify marketing methods appropriate to a given situation.	16	IGCSE CD-ROM worksheets. Practical exercise in developing a marketing plan for a product. Include consideration of a strategy throughout the life of a product/service.	IGCSE Business Studies CD-ROM www.thetimes100.co.uk and follow links to McDonalds case study.	Strategy
3.12	Marketing budget.	Awareness of the need for a marketing budget.		Discussion of the marketing budget required in various situations e.g. a local shop, a national supermarket chain, an international business. This could be covered in section 3.10.		
3.13	Revision			Multiple choice questions and case studies from IGCSE CD-ROM. Revision websites such as www.learn.co.uk , www.revision-notes.co.uk and www.bbc.co.uk/schools/gcsebitesize/business/ and revision questions at end of chapters of IGCSE Business Studies textbook. IGCSE Study Guide for Business Studies and IGCSE Business Studies Revision CDROM.		