

## Examiner's Report

Unit Title Buyer and Consumer Behaviour  
Unit Code 5UBCB  
RQF Level Level 5  
Session June 2022

## Comments on Global Cohort Performance

	Comments
<p><b>Task 1</b></p>	<p>A fair performance on this question.</p> <p>There were some good responses to the question however poorer performing candidates were not able to link the response to the customer segment asked for. Equally the request for the answer to be focussed around the customer segment elicited a discussion of segmentation theory which was often not relevant or failed to deal with the issues raised in the question. The question focussed on motivation in the context of customer decision making. A few candidates contextualised this in the B2B environment and this was rewarded. The discussion of motivation drew heavily on Maslow and Herzberg with the vast majority of candidates using these ideas to inform their responses. Too often the theory was not effectively applied the context of the organisation or the nature of decision making in the customer segment identified. Several candidates related the question to employed motivation and this was generally not appropriate. Occasionally we saw candidates outlining theory and then repeating the ideas in order to apply them – this was not especially effective but at least it showed some attempt to apply theory to context</p>
<p><b>Task 2</b></p>	<p>Candidates were generally familiar with the criteria assessed under these outcomes.</p> <p>There was a failure in some candidates to deal with the basic instruction in the task set to evaluate two purchase decision theories and in places these were not applied to the customers of the organisation. These basic failures to follow the instructions set in the task are a frustrating cause of lower grades. There were a range of theories applies and the knowledge of these was generally good with students focusing largely on Howard Sheth and EKB models. McKinsey and Kaushik were also used.</p>
<p><b>Task 3</b></p>	<p>A similar performance on the criteria under these outcomes on this question.</p> <p>Candidates provided some interesting responses to this question that focussed on the role of insight and data.</p> <p>The question asked candidates to link digital data to the improvement of marketing effectiveness and fewer candidates were able to make this connection. Too often we saw traditional marketing research methodologies used to answer this question and these were rewarded as long as the methods outlined were digital in nature – so for example surveys were credited as long as there was a clear focus on online delivery using software systems or embedded links on emails.</p> <p>There was an over reliance on the Google environment with trends analytics and insights often cited – there was not problem in using the these as they are legitimate ways of capturing data but digital methods are far broader than these three tools.</p>

#### Task 4

Students were for the most part effective in dealing with the outcomes assessed here.

Candidates often failed to define core terms and a clear definition of social and ethical considerations was helpful. Brand loyalty definition were often missing from answers.

The question related to brand loyalty and far fewer candidates were able to make the link between the core concepts of social and ethical business and marketing and brand loyalty.

Too often candidates presented a list of possible benefits that were not relevant to the organisation and failed to link to issue of brand loyalty

Candidates that linked ethics and social consideration to the development of loyalty were rewarded when effectively contextualised.

## Task 1

### 1. Comments on learners' performance

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A fair performance on this question. The average mark for this question was 11.9/25 with 7 candidates failing to achieve a pass grade. 3 distinctions marks were awarded.

Better candidates were able to define the concepts of motivation and use a range of constructs to expand on this. Too often there was a failure to apply the concepts to context and particularly a failure to deal with a segment as required in the question. Appropriate theory included Maslow and Herzberg and these ideas were used by the majority of candidates along with theory X and theory Y from McGregor. Some candidates related the question to employee motivation – this was a misreading of the question and applied motivational theory in the incorrect context. Segmentation theory was covered in too much detail by some candidates.

### 2. Recommendations for learners

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You need to define clearly core concepts early on in your answer. There is no real value in displaying knowledge if it is not applied to the question and the organisational context. In this question there was a need to apply theory to a particular segment.

The question asked explicitly for impact on segments too often this part of the task was ignored or covered only peripherally.

### 3. Quick Tip

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You may have good knowledge about motivation in the decision making process but this needs to be underpinned by focus in the question and the required application of theory.

## Task 2

### 1. Comments on learners' performance

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The average mark for this question was 11.9/25 with 10 candidates failing to achieve a pass grade. 3 distinction marks were awarded.

The higher marks were awarded to those that were able to contextualise the purchase decision process theories selected within their organisational context and apply the concepts to customers. This was occasionally applied within a B2B context and this was rewarded equally.

Some candidates failed to apply the command word EVALUATE the chosen theories and simply described them – others failed to evaluate two different theories.

Appropriate models included:

Engel, Kollet, Blackwell (EKB),  
Howard-Sheth Model  
Avinash Kaushik's (STDC) framework  
A contemporary view of Watson's 'Black Box' theory of behaviourism

Higher grades were awarded to those who were able to contextualise effectively these theories.

### 2. Recommendations for learners

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Follow the instructions in the task and familiarise yourselves with the command words used within question setting

### 3. Quick Tips

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Make sure that your answer is suitable to the context described in the task and the organisational context you have chosen.

## Task 3

### 1. Comments on learners' performance

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The average mark for this question was 12.7/25 with 3 candidates failing to achieve a pass grade. 6 distinction marks were awarded.

Candidates provided some interesting responses to this question that focussed on the role of insight and data.

The question asked candidates to link digital data to the improvement of marketing effectiveness and fewer candidates were able to make this connection. Too often we saw traditional marketing research methodologies used to answer this question and these were rewarded as long as the methods outlined were digital in nature – so for example surveys were credited as long as there was a clear focus on online delivery using software systems or embedded links on emails.

There was an over reliance on the Google environment with trends analytics and insights often cited – there was not problem in using the these as they are legitimate ways of capturing data but digital methods are far broader than these three tools.

A discussion of data protection was relevant if the core outcomes required in the question were covered effectively.

### 2. Recommendations for learners

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This question did not relate simply to marketing research however if research methods were covered then methods selected should have focused on digital techniques or digital delivery of traditional techniques, these could have covered for example online focus groups and email delivery of questionnaires. Higher marks were awarded to those candidates who linked data acquisition to marketing effectiveness – following the requirements of the question.

A simple list of methods did not achieve a high grade.

### 3. Quick Tips

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Lists will not generate high grades. Look at and understand the command words used in all questions – in this case discuss.

## Task 4

### 1. Comments on learners' performance

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The average mark for this question was 11.8/25 with 4 candidates failing to achieve a pass grade. 2 distinction marks were awarded.

Candidates often failed to define core terms and a clear definition of social and ethical considerations was helpful. Brand loyalty definitions were often missing from answers.

The question related to brand loyalty and far fewer candidates were able to make the link between the core concepts of social and ethical business and marketing and brand loyalty.

Too often candidates presented a list of possible benefits that were not relevant to the organisation and failed to link to the issue of brand loyalty.

Candidates that linked ethics and social considerations to the development of loyalty were rewarded when effectively contextualised.

Some candidates linked this to the development of loyalty and this too was rewarded when effectively contextualised.

### 2. Recommendations for learners

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The question clearly asked for the impact on Loyalty and a simple focus on ethics and social considerations would not deliver the higher grades.

### 3. Quick Tips

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The question allowed for a broad approach to ethics and social considerations, but the better grades were given to those who followed instructions to deliver a discussion on how these factors impact brand loyalty.