

Examiner's Report

Unit Title Developing International Markets

Unit Code 6UDIM

RQF Level Level 6

Session July 2021

Comments on Global Cohort Performance

Task/Question 1	LO1. Critically analyse the key characteristics of the international globalised business environment 1.1 Assess the international business environment and how the nature of trading has changed in recent years 1.2 Critically discuss, using relevant theories and frameworks, the reasons why countries trade 1.3 Discuss the alternative views of globalisation and evaluate approaches taken in respect of the nature and drivers behind globalisation 1.4 Critically evaluate the international competitive landscape
Task/Question 2	LO2. Critically evaluate strategic international marketing opportunities 2.3 Analyse the main approaches to international marketing research and opportunity development
Task/Question 3	LO3. Appraise the suitability of alternative market entry methods as part of the formulation of an international strategy 3.1 Critically discuss the main characteristics of international marketing strategy 3.2 Critically evaluate various market entry methods 3.3 Evaluate potential barriers to entry, limitations on organisational capability, and the advantages or disadvantages of different market entry methods 3.4 Discuss the management of risk and control in respect of market entry into new international markets
Task/Question 4	LO4. Examine and justify relevant marketing strategies within different cross-cultural settings, applying them to real life case studies 4.1 Appraise the role of culture in conducting international business and its impact on transnational transactions 4.2 Evaluate social and cultural considerations in developing international business strategy

Task/Question 1

Assessment Criteria:

- 1.3 Discuss the alternative views of globalisation and evaluate approaches taken in respect of the nature and drivers behind globalisation
- 1.4 Critically evaluate the international competitive landscape

1. Comments on learners' performance

Traditional Exams

In the traditional exam setting the global commercial organisation is provided but many learners still do not relate the answer to that chosen organisation. This was fairly well answered but some papers lacked relevant detail providing only basic review.

Nevertheless, some learners achieved very strong marks as they focused on the question asked, avoided description and evidenced good application (even using well appropriate frameworks).

However, some learners still do not understand / use the verb, indicating a difficulty in critically analysing. There was some knowledge of at least three or four key drivers but the majority failed to refer to the impact on the competitive landscape. This may be due to learners tending to only read the first part of the question resulting in omission of relevant material.

OBE

It was disappointing that the above points apply also to the OBE which by its name is an open book examination.

Different from traditional exam setting is that in OBE the learner must choose and provide a summary of an organisation which is a global commercial business. However even where learners choose a global commercial business many still fail to relate their answers to that chosen organisation. As with the above exams learners fail to use the question verb.

2. Recommendations for learners

This question must consider 'globalisation' and its 'impact on the competitive landscape' within the context of an international business.

It is necessary to avoid focus on simply stating 'key drivers' or one country.

3. Quick Tips

- Make sure all the terms / concepts & theories used relate to what the question is asking.
- Focus on what the question / task is asking.

Assessment Criteria:

2.3 Analyse the main approaches to international marketing research and opportunity development

1. Comments on learners' performance

Traditional Exams

This was poorly answered by many learners whose answer focused on market(ing) strategies rather than research i.e. international marketing research (IMR). Even those who answered appropriately on IMR still failed to critically discuss providing short paragraphs on sources of research without expanding on advantages and disadvantages of the sources or how such research would help evaluate potential market opportunities. Indeed many answers showed a notable lack of IMR insight (even though some indication of knowledge of MR was seen). Additionally, these weaker answers veered into lengthy descriptions of the research process or of frameworks such as SWOT, PESTEL, ANSOFF or even STP and lacks any application to context.

Overall there were few good answers.

OBE

It was disappointing that the above points apply also to the OBE, which by its name is an open book examination.

2. Recommendations for learners

All questions will have more than one issue to be addressed.

For level 6, learners must be aware of the command words (critically analyse, discuss or evaluate).

Where a question asks for critical discussion and evaluation, then the requirement is to ensure the answer meets this requirement.

Further, the focus in this question must be on 'international marketing research'/ IMR and relate on helping the specified / chosen organisation evaluate potential market opportunities.

3. Quick Tips

- Be aware no two questions in any Brief will require the same / similar content (use of the same frameworks) in the answers.
- It is worth avoiding lengthy (unrelated) introductions / explanations / descriptions that do not relate to what the question is asking for – Do not make the same points more than once
- Learners need to familiarise themselves with the study guide for content, examples and theory

Task/Question 3:

Assessment Criteria:

3.2 Critically evaluate various market entry methods

1. Comments on learners' performance

Traditional Exams

The main issue with learners who failed to achieve good marks was the failure to include how market entry methods could be used to launch an existing product into new overseas territory. As with the above questions this may be due to learners only reading the first part of the question. Additionally, only FOUR different market entry methods were asked for and there was no requirement to consider the best option.

However, there were some strong answers which avoided lengthy explanations (or listings of advantages and/or disadvantages) and did not veer away from question into detailed overviews using Ansoff or other frameworks.

OBE

It was disappointing that the above points apply also to the OBE, which by its name is an open book examination.

2. Recommendations for learners

Learners must acknowledge the key aspects of a question e.g. in this question 'FOUR' and 'different methods of entry' 'used' 'to launch' 'one of its existing products' 'in a new overseas territory'.

3. Quick Tips

- Carefully read the instructions i.e. the question / task before commencing to produce an answer which must fully comply with the instructions e.g choosing and organisation which is a global commercial business (OBE) and ensuring in traditional exams that they relate answers to the organisation provided
- Organise your answer so that it is directly linked to the various parts of the question – the text in the question indicates what the answer should cover.

Task/Question 4

Assessment Criteria:

- 4.1 Appraise the role of culture in conducting international business and its impact on transnational transactions
- 4.2 Evaluate social and cultural considerations in developing international business strategy

1. Comments on learners' performance

Traditional Exams

Some good answers were obtained where learners evaluated BOTH social and cultural considerations (often using frameworks such as Hofstede, cultural web, Handy, Hall). Furthermore, the context (either specified or chosen) was well used in terms of a link to developing its international business strategy for entry into a new overseas territory.

Those who failed to achieve good marks provided very general answers on beliefs, values and customs with some providing very short paragraphs or lists. There was little / no mention made of any social considerations (as asked for). Additionally, where a framework (notably Hofstede) was used the dimensions were only listed in bullet points or short paragraphs which did not comply with the question verb to critically evaluate cultural and social considerations for the specified / chosen organisation.

OBE

It was disappointing that the above points apply also to the OBE, which by its name is an open book examination.

2. Recommendations for learners

Ensure you cover all the syllabus and have knowledge of each of the assessment criteria in each of the learning outcomes.

3. Quick Tips

- Read the question from beginning to end and then read it again starting at the end and work your way back to the first part of the question to discover all the issues in the question.
- Additionally, this module is 6UDIM and so all answers to all questions must have an international focus and use the context - understand what is meant by a global commercial business and (notably in OBEs) choose an appropriate, relevant organisation.