



YEAR 11 GCSE BUSINESS 2021 AUTUMN TERM 1

'An ambitious curriculum that meets the needs of all'



Medium Term Planning – Making the business effective

Intent	<ul style="list-style-type: none"> Pupils should be taught: Why business aims and objectives change as businesses evolve: <ul style="list-style-type: none"> in response to: market conditions, technology, performance, legislation, internal reasons. How business aims and objectives change as businesses evolve: focus on survival or growth entering or exiting markets growing or reducing the workforce increasing or decreasing product range The impact of globalisation on businesses: <ul style="list-style-type: none"> imports: competition from overseas, buying from overseas exports: selling to overseas markets changing business locations multinationals. Barriers to international trade: <ul style="list-style-type: none"> tariffs trade blocs. How businesses compete internationally: <ul style="list-style-type: none"> the use of the internet and e-commerce changing the marketing mix to compete internationally The design mix: <ul style="list-style-type: none"> - Function, aesthetics, cost. The product life cycle - the phases of the product life cycle and extension strategies. The importance to a business of differentiating a product/ service. Different pricing strategies - cost plus, skimming, penetration and psychological. What influences the pricing strategies a business uses - technology, competition, market segments, product life cycle. Promotion - appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding The use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters. Place - methods of distribution: retailers and e-tailers (e-commerce). Using the marketing mix to make business decisions - How each element of the marketing mix can influence other elements. Using the marketing mix to build competitive advantage and how an integrated marketing mix can influence competitive advantage. Students should explore which element or elements of the marketing mix are critical in determining competitive advantage and be able to make judgements about which parts of the marketing mix are the most important in different business contexts.
Cross Curricular Links	<ul style="list-style-type: none"> SMSC: being aware of stereotyping in marketing and the ethics behind this and how some marketing campaigns have become well known for the wrong reason. Diverse use of case studies and business examples to give practical application to learning. PSHE: The use of social media in marketing and how businesses use apps to influence customers to buy their products. Literacy: Use of tier 3 vocabulary – marketing mix, differentiation, distribution, aesthetics, design mix, globalization, competition Numeracy: pricing strategies – cost plus pricing
Becoming future ready	<p>Personal Skills: Listening – watching videos and team work.</p> <p>Employability: You will be in a stronger position to understand how a business promotes and prices their products for job in Marketing</p>
Differentiation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p>By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	<p>In Year 11, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the business world and how this can impact a business in either a positive / negative way.</p>
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> Students will be able to explain and evaluate the different stages of the product life cycle and the extension strategies that a business can use to stop a product going into decline. Students will be able to discuss different pricing strategies and how some can restrict profit margins and the impact on the perception of quality. Students will be to identify and explain different factors that will influence how a business promotes a product / service. Being aware of how social media now has an impact In this area. Students will be able to explain how goods / services are distributed in the UK and how the method can impact on cost and is linked to PLACE. Students will be able to explain how the different elements of the marketing mix come together to form a strategy. Students will be able to describe the role of the mix in gaining a competitive advantage within their market. Students will be confident in answering 6 mark DISCUSS exam questions.

Current learning to be developed in the future within:	<ul style="list-style-type: none">• Quality of products / services and links to price• Methods of production
Impact	
Assessment	See assessment map