



YEAR 12 A LEVEL BUSINESS 2021 SPRING TERM 2



THEME 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Marketing Mix / Strategy & Managing People

Intent	<ul style="list-style-type: none">• Pupils should be taught:• Distribution channels• Changes in distribution to reflect social trends:• online distribution / changing from product to service• The product life cycle - Extension strategies:• Product / promotion• Boston Matrix and the product portfolio• Marketing strategies appropriate for different types of market:• mass markets / niche markets / business to business (B2B) and business to consumer (B2C) marketing• Consumer behaviour – how businesses develop customer loyalty.• Staff as an asset; staff as a cost• Flexible workforce: - multi-skilling / part-time and temporary / flexible hours and home working / outsourcing.• Distinction between dismissal and redundancy• Employer/employee relationships / individual approach / collective bargaining• How to answer a 20 mark exam question.
Cross Curricular Links	<ul style="list-style-type: none">• SMSC: is it right that business can dismiss employees without notice. Are zero contract hours ethical?• PSHE: To be aware of the different types of employment contracts which are available to people when they start work.• Literacy: Use of tier 3 vocabulary – distribution channels, niche markets, boston matrix, outsourcing, redundancy and dismissal• Numeracy: working hours
Becoming future ready	<p>Personal Skills: Listening – watching videos, group work, individual communication,</p> <p>Employability: You will be in a stronger position to understand when you are older how demand affects the price of products.</p>
Differentiation	Throughout this topic, quality first teaching will provide differentiation:
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 12, 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> <ul style="list-style-type: none">• Students will be able to explain what distribution methods are and how they are reflected by social trends.• Students will be able to discuss the different stages of the product life cycle and how a business can use extension strategies to extend the life cycle of its products.

Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> • Students will gain an understanding of the Boston Matrix and what the different elements mean. • Students will be able to explain the different types of market – mass and niche. • Students will be able to explain the difference between B2B and B2C marketing. • Students will gain an understanding of different types of employee contracts – part time, full time • Students will be able to explain the difference between redundancy and dismissal. • Students will gain an understanding of what Trade Unions are and employee and employer relations. • Students will have the skills to answer a 20 mark exam question.
Current learning to be developed in the future within:	<ul style="list-style-type: none"> • How employee / employer relations can affect levels of staff motivation
Impact	See assessment map
Assessment	