



# YEAR 12 A LEVEL BUSINESS 2021 SPRING TERM 1



## THEME 1

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning – Marketing Mix & Strategy

<p><b>Intent</b></p> <p>Introduce students to how a business raises finance.</p>	<ul style="list-style-type: none"> <li>Pupils should be taught:</li> <li>What the Design mix is :- function/ aesthetics and cost</li> <li>Changes in the elements of the design mix to reflect social trends:</li> <li>Concern over resource depletion: designing for waste minimisation, re-use and recycling o ethical sourcing.</li> <li>Types of promotion</li> <li>Types of branding</li> <li>The benefits of strong branding: <ul style="list-style-type: none"> <li>added value</li> <li>ability to charge premium prices</li> <li>reduced price elasticity of demand</li> </ul> </li> <li>Ways to build a brand:- <ul style="list-style-type: none"> <li>unique selling points (USPs)/differentiation</li> <li>advertising / sponsorship</li> <li>the use of social media</li> </ul> </li> <li>Changes in branding and promotion to reflect social trends: <ul style="list-style-type: none"> <li>viral marketing, social media and emotional branding</li> </ul> </li> <li>Types of pricing strategy: <ul style="list-style-type: none"> <li>Cost plus (calculating mark-up on unit cost)</li> <li>Price skimming</li> <li>Penetration</li> <li>Predatory</li> <li>Competitive/ psychological</li> </ul> </li> <li>Factors that determine the most appropriate pricing strategy for a particular situation: <ul style="list-style-type: none"> <li>number of USPs/amount of differentiation</li> <li>price elasticity of demand</li> <li>level of competition in the business environment / strength of brand</li> <li>stage in the product life cycle</li> <li>costs and the need to make a profit</li> </ul> </li> <li>Changes in pricing to reflect social trends: online sales / price comparison sites</li> <li><b>How to answer a 10 and 12 mark questions</b></li> </ul>
<p><b>Cross Curricular Links</b></p>	<ul style="list-style-type: none"> <li><b>SMSC:</b> is it right that business can charge premium prices for necessity goods -eg energy?.</li> <li><b>PSHE:</b> To be aware that price comparison websites will allow them to find the best value products.</li> <li><b>Literacy:</b> Use of tier 3 vocabulary – sponsorship, branding, differentiation, depletion, social trends, added value.</li> <li><b>Numeracy:</b> Cost plus pricing, price elasticity of demand, price comparison websites</li> </ul>
<p><b>Becoming future ready</b></p>	<p><b>Personal Skills:</b> Listening – watching videos, group work, individual communication,</p> <p><b>Employability:</b> You will be in a stronger position to understand when you are older how demand affects the price of products.</p>
<p><b>Differentiation</b></p> <p><b>QFT/SEND Provision</b></p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> 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><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> 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><b>By assessment:</b> The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>

Intent & Implementation	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.
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> <li>• Students will be able to explain the different types of pricing strategies a business can use.</li> <li>• Students will be able to discuss the different pricing strategies a business can use in different situations.</li> <li>• Students will be able to discuss the different channels of distribution a business can use.</li> <li>• Students will be able to explain how social media has affected the channels of distribution.</li> <li>• Students will be able to explain the different stages of the product life cycle.</li> <li>• Students will be able to interpret how a business can use extension strategies.</li> <li>• Students will be able to explain what the Boston Matrix is and how it links to a product portfolio.</li> <li>• Students will be able to explain the difference between a mass, niche market and B2B markets.</li> <li>• Students will be able to explain the significance of income elasticity of demand to a business.</li> <li>• Students will be able to discuss how a business can create consumer loyalty.</li> <li>• <b>Students will know how to answer a 10 and 12 mark questions.</b></li> </ul>
Current learning to be developed in the future within:	<ul style="list-style-type: none"> <li>• How pricing strategies link with promotion and profit margins.</li> </ul>
Impact	See assessment map
Assessment	