



# YEAR 13 A LEVEL BUSINESS SPRING TERM 1



## THEME 4 - Globalisation

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning – Global Marketing - Marketing, Niche Markets, Cultural / Social Factors.

<p><b>Intent</b></p> <p>Introduce students to Global marketing, Niche markets and Cultural and Social Factors.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Global marketing strategy and global localisation (glocalisation)</li> <li>• Different marketing approaches: - <ul style="list-style-type: none"> <li>- domestic/ethnocentric mixed/geocentric</li> <li>- international/polycentric</li> <li>- Application and adaptation of the marketing mix (4Ps) and Ansoff's Matrix to global market</li> </ul> </li> <li>• Cultural diversity: recognition that groups of people across the globe have different interests and values</li> <li>• Features of global niche markets</li> <li>• Application and adaptation of the marketing mix (4Ps) to suit global niches</li> <li>• Considerations for businesses:</li> <li>• Cultural differences o different tastes – language /unintended meanings</li> <li>• Inappropriate/inaccurate translations - inappropriate branding and promotion</li> </ul> <p><b>PLUS CATCH UP FROM AUTUMN TERM 1 AND 2</b></p>
<p><b>Cross Curricular Links</b></p>	<ul style="list-style-type: none"> <li>• <b>SMSC:</b> Awareness of how marketing campaigns in some parts of the world may seem inappropriate.</li> <li>• <b>PSHE:</b> To gain awareness of different cultures and social factors which affect people.</li> <li>• <b>Literacy:</b> Use of tier 3 vocabulary - branding, localization, glocalization, ethnocentric, niche, geocentric, polycentric, strategy</li> <li>• <b>Numeracy:</b></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 the global market if you get a job working for a global organisation.</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>
<p><b>Intent &amp; Implementation</b></p> <p><b>Learning Outcomes (Most Powerful Knowledge)</b></p>	<p>In Year 13, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the global business world and how this can impact a business in either a positive / negative way and the implications a business faces when trading on a global scale.</p> <ul style="list-style-type: none"> <li>• Students will about global marketing strategy and global localization. (glocalisation)</li> <li>• Students will learn about different marketing approaches - Domestic / ethnocentric, mixed / geocentric, international / polycentric.</li> <li>• Students will learn about the application and adaptation of the marketing mix the four piece and how Ansoff's matrix links to global markets.</li> <li>• Students will learn about niche markets and cultural diversity and recognise that groups of people across the globe have different interests and values.</li> <li>• Students will learn about the features of global niche markets.</li> <li>• Students will learn about the application an adaptation of the marketing mix the four p's and how it suits global niches.</li> <li>• Students will learn about cultural and social factors and what businesses need to take into consideration with regards to global marketing, for cultural differences, different tastes, language, unintended meanings, inappropriate and inaccurate translations and inappropriate branding and promotion.</li> <li>• Students will continue to practice their exam technique 8,10,12 and 20 mark questions specifically for theme 4</li> </ul>
<p><b>Current learning to be developed in the future within:</b></p>	<ul style="list-style-type: none"> <li>• Global industries and companies.</li> </ul>
<p><b>Impact</b></p>	<p><b>See assessment map</b></p>

Assessment	
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