



**YEAR 11 – Business -2021-2022**

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| <b>Subject</b>   | <b>Business</b>   |
| <b>Class/ Section</b>  | <b>Year 11</b>  |
| <b>Week</b>  | <b>5<sup>th</sup> – 9<sup>th</sup> September</b>  |
| <b>Work sent to students by</b>  | <b>Google Classroom</b>   |
| <b>Total number of lessons per week</b>  | <b>5</b>  |
| <b>Unit/Topic</b>  | <b>Topic 2.2: Making Marketing Decisions<br/>Lesson- Product</b>  |
| <b>Key Vocabulary</b>  | <b>Marketing mix, Design mix, Aesthetics, viable, Product Life cycle, Extension strategies, Product portfolio, Economies of scale, USP</b>  |
| <b>Lessons 1,2,3,4 &amp;5 –Live Zoom lesson along with face to face instruction for students present on a particular day</b><br><br><b>Work will be assigned in google classroom which will be matched to the students' ability.</b> | Lesson 1<br><br><b><u>Specific Learning objectives</u></b> <ul style="list-style-type: none"><li>• Understand the meaning of the term Marketing mix</li><li>• Identify and explain the elements of the marketing mix with focus on the 4 P's</li><li>• Explain how the elements of the marketing mix work together</li></ul><br><b><u>Specific Intended Learning Outcomes</u></b> <ul style="list-style-type: none"><li>• Awareness of the term Marketing Mix and its elements in different products/services</li><li>• List the elements of the marketing mix for a variety of products/services</li><li>• Analyse the marketing mix of a known business and suggest ways of improvement with justification.</li></ul> |
| <b>Tasks</b>   | <ul style="list-style-type: none"><li>• In groups of 4, students will pick a business from a list provided by the teacher and identify the elements of the marketing mix for each. They will then research on all the elements (7Ps) of the marketing mix.</li><li>• Reflect on the key terms and plan a promotional poster for their chosen business.</li></ul>  |

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| <p><b>Assessment Criteria/<br/>Essential questions</b></p> <p><b>Resources</b></p> | <ul style="list-style-type: none"> <li>• Students look at a case study in the Edexcel GCSE Business Student Book Introduction to Small Business on a clothing designer – Hannah Abruquah Clothing (p95), examining the factors that may affect its marketing mix and evaluating whether the mix would change if the business was different.</li> </ul> <p>IGCSE Business Paper 1 June 2012: Q4<br/>AO1- Display knowledge and understanding of the key term/concept</p> <p>Laptop – PPT and Research, Topic 2.2 and 1.4- Edexcel GCSE(9-1) Business by Helen Coupland-Smith, Andrew Redfern<br/><a href="http://www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm">www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm</a></p> <p><a href="http://www.bized.co.uk/educators/16-19/business/marketing/presentation/mix.ppt">www.bized.co.uk/educators/16-19/business/marketing/presentation/mix.ppt</a></p> |
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| <p><b>Lessons 1,2,3,4 &amp; 5 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Work will be assigned in google classroom which will be matched to the students ability.</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/<br/>Essential questions</b></p> | <p>Lessons 2 &amp; 3</p> <p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• Explain the elements of the design mix-function, aesthetics and cost and how to balance them.</li> <li>• Suggest the importance of each element for different categories of products and how technology has caused changes in the design mix for some products</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Identify the elements of the Design mix</li> <li>• Consider the impact of changing technology on businesses’ design mix. For example, takeaways which offer online ordering. What if they did not offer this service?</li> </ul> <ul style="list-style-type: none"> <li>• Teacher uses a PPT to explain the design mix and its elements. Teacher uses discussion time to engage students in identifying the prominent element in different categories of products.</li> <li>• In groups according to VARK model, they will present information on products that have undergone changes in the design mix due to technological advancements</li> </ul> <ul style="list-style-type: none"> <li>• Additional Assessment Material Summer 2021- 1BSO 02- Qs 1,2</li> </ul> <p>AO1- Display knowledge and understanding of the key term/concept</p> <p>Laptop – PPT and Research, Topic 2.2 and 1.4- Edexcel</p> |
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| <b>Resources</b> | GCSE(9-1) Business by Helen Coupland-Smith, Andrew Redfern<br><a href="http://www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm">www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm</a><br><br>www.bized.co.uk/educators/16-19/business/marketing/presentation/mix.ppt |
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| <p><b>Lessons 1,2,3,4 &amp; 5 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Work will be assigned in google classroom which will be matched to the students ability.</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p> | <p>Lessons 4 &amp; 5</p> <p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• Identify and explain the stages of the Product Life Cycle and what extension strategies could be used to increase the life of a product</li> <li>• Define Product Differentiation and identify the USP of products/services</li> <li>• Analyse how product differentiation can be reached to alter the marketing mix and the design mix</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Identify and explain the stages in a product life cycle and extension strategies</li> <li>• Cite examples USP as product differentiation in some brands and how they have used it as an extension strategy or to beat competition.</li> <li>• Analyse the importance of product differentiation in various categories of products.</li> </ul> <ul style="list-style-type: none"> <li>• Teacher uses a PPT to name and explain each stage in the product life cycle and asks the students to figure out the implications of each stage on costs, revenues and cash flow. They will suggest possible extension strategies for some products that have reached maturity.</li> <li>• In groups of 4, research using the internet identify the USP for some products and how product differentiation has been futile in some global businesses.</li> </ul> <ul style="list-style-type: none"> <li>• Additional Assessment Material Summer 2021- 1BSO 02- Qs 3,4a,4b and 5</li> </ul> <p>AO1- Display knowledge and understanding of the key term/concept<br/> AO2- Application of knowledge in context with a case study</p> <p>Laptop – PPT and Research, Topic 2.2 and 1.4- Edexcel GCSE(9-1) Business by Helen Coupland-Smith, Andrew Redfern<br/> <a href="http://www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm">www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm</a></p> |
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