

YEAR 11 A/E and 11 B/C/F - BUSINESS

WEEK 3 (13th to 17th September, 2020)

All assignments and intimations sent to the students through Google Classroom.

Revision and bridging gaps in learning

Learning Objective –

- Understand the meaning of the marketing mix, its 7 elements with focus on the 4 P's
- How the elements of the marketing mix work together
- To learn about the design mix-function, aesthetics and cost.
- To learn about Product Differentiation and Product Life Cycle

Lesson Outcome –

They will be able to:

- Define the marketing mix and state each element.
- State how the combination of elements differ from business to business
- Explain the importance of the “Product” element with reference to design-mix.
- Analyse how product differentiation can be reached to alter the marketing mix and the design mix
- Know about the stages in a product life cycle and product differentiation through a USP

BOYS

Monday – 4 th period (Boys) 9:35 – 10:15 am	<p>One Zoom lesson. Students' attendance will be recorded according to their participation.</p> <p><i>Introduction:</i> Share the Learning Objectives and Lesson Outcomes with the students.</p> <p><i>Teacher input/Activity:</i> Introduction to the marketing mix, stressing the significance of each element, and the fact that it is the 'mix' that needs to be right for individual businesses. In groups of 4(break-out rooms), students will pick a business from a list provided by the teacher and identify the elements of the marketing mix for each. Students will then research the 7Ps of the marketing mix.</p> <p><i>Homework:</i> Students individually investigate a local small business to identify its marketing mix. Consider the impact of competition on this mix.</p> <p><i>Resources:</i> Device, Text, Notebook and stationary www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm</p>
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<p>Tuesday – 1st and 2nd period (Boys)</p> <p>7:30 – 8:15 and 8:15 – 8:55 am</p>	<p>Two Zoom sessions</p> <p><i>Introduction:</i> Share the Learning Objectives and Lesson Outcomes with the students.</p> <p><i>Teacher input/Activity:</i> Discuss how businesses research the competitive environment in order to plan out and balance the marketing mix. 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? Explain the elements of function, cost and aesthetics. Students look at a case study in the Edexcel GCSE Business Studies 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.</p> <p><i>Resources:</i> Device, Text, Notebook and stationary</p>
<p>Wednesday – 7th period (Boys)</p> <p>12:00 – 12:40 pm</p>	<p>One Zoom session for students to answer short answers based on case study/scenarios.</p> <p><i>Teacher input/Activity:</i> Explain the stages in the product life cycle. Use class research to consider how changing consumer needs has affected – or might affect – different businesses. Discuss about product differentiation as an aspect of product design and marketing mix Direct the discussion towards an analysis and evaluation of product differentiation. Cite examples of product differentiation in some brands and whether they have used it as an extension strategy or to beat competition. Reflect on the impact of product differentiation on cost and competition.</p> <p><i>Resources:</i> Device, Text, Notebook and stationary www.bized.co.uk/educators/16-19/business/marketing/presentation/mix.ppt</p>
<p>Thursday – 7th period (Boys)</p> <p>11:25 – 12:00 noon</p>	<p>One synchronous Google classroom lesson.</p> <p><i>Teacher input/Activity:</i> They will answer a case study based on ‘Product’ element of the marketing mix.</p> <p><i>Homework:</i> Research on the internet how product differentiation has been implemented in some brands</p> <p><i>Resources:</i> Device, Text, Notebook and stationary</p>

GIRLS

<p>Sunday – 3rd period (Girls)</p> <p>9:15 – 9:50 am</p>	<p>One Zoom lesson. Students’ attendance will be recorded according to their participation.</p>
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	<p><i>Introduction:</i> Share the Learning Objectives and Lesson Outcomes with the students.</p> <p><i>Teacher input/Activity:</i> Introduction to the marketing mix, stressing the significance of each element, and the fact that it is the ‘mix’ that needs to be right for individual businesses.</p> <p>In groups of 4(break-out rooms), students will pick a business from a list provided by the teacher and identify the elements of the marketing mix for each. Students will then research the 7Ps of the marketing mix.</p> <p><i>Homework:</i> Students individually investigate a local small business to identify its marketing mix. Consider the impact of competition on this mix.</p> <p><i>Resources:</i> Device, Text, Notebook and stationary www.bized.co.uk/educators/16-19/business/marketing/activity/mix.htm</p>
<p>Monday – 1st and 2nd period (Girls)</p> <p>7:30 – 8:15 am and 8:15 – 8:55 am</p>	<p>Two Zoom sessions</p> <p><i>Introduction:</i> Share the Learning Objectives and Lesson Outcomes with the students.</p> <p><i>Teacher input/Activity:</i> Discuss how businesses research the competitive environment in order to plan out and balance the marketing mix. 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?</p> <p>Explain the elements of function, cost and aesthetics. Students look at a case study in the Edexcel GCSE Business Studies 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.</p> <p><i>Resources:</i> Device, Text, Notebook and stationary</p>
<p>Wednesday – 1st period(Girls)</p> <p>7:30 – 8:15 am</p>	<p>One Zoom session for students to answer short answers based on case study/scenarios.</p> <p><i>Teacher input/Activity:</i> Explain the stages in the product life cycle. Use class research to consider how changing consumer needs has affected – or might affect – different businesses. Discuss about product differentiation as an aspect of product design and marketing mix Direct the discussion towards an analysis and evaluation of product differentiation. Cite examples of product differentiation in some brands and whether they have used it as an extension</p>

	<p>strategy or to beat competition. Reflect on the impact of product differentiation on cost and competition.</p> <p><i>Resources:</i> Device, Text, Notebook and stationary www.bized.co.uk/educators/16-19/business/marketing/presentation/mix.ppt</p>
<p>Thursday – 3rd period (Girls) 8:40 – 9:15 am</p>	<p>One synchronous Google classroom lesson.</p> <p><i>Teacher input/Activity:</i> They will answer a case study based on ‘Product’ element of the marketing mix.</p> <p><i>Homework:</i> Research on the internet how product differentiation has been implemented in some brands</p> <p><i>Resources:</i> Device, Text, Notebook and stationary</p>

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Sunday – 3 rd period	Zoom
Monday – 1 st and 2 nd period	Zoom
Wednesday – 1 st period	Zoom
Thursday – 3 rd period	GC

BCF

Monday – 4 th period	Zoom
Tuesday – 1 st and 2 nd period	Zoom
Wednesday – 7 th period	Zoom
Thursday – 7 th period	GC