Scheme of Work 2020-2021
Subject: BTEC Business level 3

Year Group: 12
Specification: Unit 2

Week Beginning	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
3/9/20	Overview of course – Course purpose and outcomes	• What will they be studying? • Why will they be studying this? • How will they be assessed?	• **Introduction to the course** – outline the Unit purpose – how it builds into the bigger picture ie how does this unit fit with the rest of the course? • **How will they be assessed** – provide students with an outline on how they will be assessed (end of unit assessment)	N/A – students to be provided with course overview		Lit
7/9/20	A1-The role of marketing	• Principles and purposes of marketing: ○ anticipating demand ○ recognising demand ○ stimulating demand ○ Satisfying demand.	• **Tutor-led discussion:** The different methods used to market products and services; whether these are likely to be the same in the near future. Help learners to identify trends towards mobile marketing and impact of social media on marketing. • **Paired activity:** Discuss and decide upon a definition of marketing, then discuss definitions as a whole group and come to a group conclusion. • **Tutor presentation:** Overview of 'What is marketing?', including links to market research, consumer behaviour and the marketing and promotional mix.	Observations of students and completed class work		Lit Social Moral Cultural So8 Sp2 Sp5

14/9/20	A1 The role of marketing	• Principles and purposes of marketing: o anticipating demand o recognising demand o stimulating demand o Satisfying demand.	• **Tutor presentation:** The role of branding in marketing and its impact on consumers. • **Paired activity:** Learners identify some widely recognised brands and carry out internet research to investigate how these brands market their products.	Observations of students and completed class work	Learners visit a local retail park or shopping centre to gain a basic understanding of the different ways in which businesses and brands are being marketed.	Lit Social Moral Cultural So8 Sp2 Sp5
21/9/20	A1 The role of marketing	• Marketing aims and objectives: o understanding customer wants and needs o developing new products o improving profitability o increasing market share o diversification o Increased brand awareness and loyalty.	• **Tutor presentation:** Introduce learners to the difference between aims and objectives, and links between corporate and marketing objectives. • **Group activity:** Sorting activity to identify typical marketing objectives. • **Paired activity:** Learners research marketing objectives of four organisations: a for-profit business, a social enterprise, a charity or trust and a public sector organisation. They then present their findings to the whole group.	Observations of students and completed class work	Independent study work on an analysis of the Marketing Mix in a specific business	Lit Social Moral Cultural So8 Sp2 Sp5
28/9/20	A1 The role of marketing	• Types of market – mass and niche market.	• **Tutor-led discussion:** Discuss the difference between mass and niche markets and introduce the concept of	Observations of students and		Lit Social

			market segmentation. Discuss how markets can be segmented.	completed class work		Moral
		• Market segmentation.	• **Individual activity:** Learners explore a specific market such as the car market or the housing market, especially the ways in which segmentation could be used within that market. They should then present their findings on the type of market, its segments and its characteristics. Alternatively, learners could then be presented with a worksheet to answer questions on niche/mass markets and segmentation, and use their research to provide specific real life examples.			Cultural

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| | | | • **Plenary:** Q & A – learners asked to consider whether the products they have presented meet the needs of the target market, and to justify their judgement. | | | |
| 5/10/2020 | Topic A1 The role of marketing | • Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff. | • **Knowledge quiz:** Recap the purpose and benefits of branding.

• **Tutor presentation:** What is brand personality and brand image, and how are they established? Provide a range of alternative examples such as branded grocery or beverage products.

Discuss restrictions due to size of organisation, available budget and availability of specialist staff.

• **Individual research activity:** Learners research a range of recognised brands from different markets. For each brand, they should identify the brand image, the targeted customer segment and the needs | Observations of students and completed class work | Branding Activity – Prepare notes for Case Study Assessment (following week) | Lit

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			and wants of the customer that are satisfied by the brand. • This could be made into a group or paired activity where individuals research two brands and then the group share their research so they have a wide range of data for future use.			
12/10/2020	Topic A2 Influences on marketing activity	• Internal influences: ○ cost of the campaign ○ availability of finance ○ expertise of staff ○ Size and culture of the business.	• **Tutor-led discussion**: Building on previous lessons, discuss how different internal factors can influence the types of marketing activity that can be undertaken. Internal influences include: ○ the cost of a campaign ○ the financial wellbeing of the business ○ the size and culture of the business ○ The availability of experienced staff. • **Tutor-led demonstration**: Look at a number of high-profile marketing campaigns to show how internal influences may have determined the nature of the campaign and the choice of media used.	Observations of students and completed class work	Case Study Assessment (Private Study)	Lit Num Social Moral Cultural So8 Sp2 Sp5
19/10/2020	Topic A2 Influences on marketing activity	Revision session	• **Knowledge quiz:** Learners complete a self-marked knowledge check on learning aim A, with verbal feedback from the tutor. • **Independent activity:** Learners complete a personal target-setting activity based on quiz feedback.	Observations of students and completed class work	Research questions on topics for next week's lesson	Lit

2/11/2020	Topic B1 Purpose of researching information to identify the needs and wants of customers	• To identify target markets. • To identify size, structure and trends in the market. • To identify competition.	• **Tutor-led discussion:** The purpose and types of market research. • **Small group activity:** Give learners a set of matching cards which give descriptions of different research methods, the types of data that can be collected and the purposes of research. Learners to copy notes or take photographs of correctly matched cards for revision purposes. • **Plenary**: Learners to discuss which methods are better for collecting quantitative data and which methods for qualitative data.	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Social Moral Cultural So8 Sp2 Sp5
9/11/2020	Topic B2 Market research methods and use	Primary research.	• **Tutor presentation:** Introduce methods of primary research and the benefits and drawbacks of each method. • **Paired activity:** Learners to select a range of primary market research methods, and use these to obtain data from which the size, structure and trends in a given market can be extracted. Learners should save their research findings for use in later lessons.	Observations of students and completed class work		Lit Num – interpretation of data Social Moral So8 Sp2 Sp5
16/11/2020	Topic B2 Market research methods and use	Secondary research: ○ internal ○ External.	• **Tutor presentation:** Introduce methods of secondary research (internal and external), and the benefits and drawbacks of each method. • **Paired activity:** Using a range of secondary research sources, learners select	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Num – interpretation of data Social

			appropriate data to add to that already collected in previous lessons on the size, structure and trends in the same given market. • **Paired presentation:** Learners present their research findings to the class. Presentation could be via slide show, pod cast, or concept diagram/mind map.			Moral So8 Sp2 Sp5
23/11/2020	Topic B2 Market research methods and use	• Importance of validity, reliability, appropriateness, currency, cost. • Quantitative and qualitative data, when and where used. • Sufficiency and focus of the research. • Selection and extraction.	• **Tutor-led discussion:** Discuss the validity of the data collected in previous lessons. Explain how to work out whether it is reliable and complete, and whether it is a sufficient basis on which a business could decide to undertake a costly marketing campaign. • **Individual activity:** Learners consider the validity of their data and how it might be improved. • **Paired activity:** Learners select appropriate research data that they have collected and test it for validity, reliability, currency and sufficiency.	Observations of students and completed class work		Lit Num Social Moral So8 Sp2 Sp5
30/11/2020	Topic B3 Developing the rationale	• Interpretation, analysis and use of data and other information to make valid marketing decisions. • Identification of any further sources of	• **Tutor-led discussion**: Give examples of research for a market, product or service, then ask learners to identify what the data shows. • **Paired activity**: Learners consider how the data could be analysed and whether they could use graphical representations of data for ease of understanding. What gaps can they identify in the data?	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Num Social Moral Cultural So8 Sp2

		information that may be required. • Evaluation of the reliability and validity of the information obtained.	• **Paired presentation**: Learners present their data analysis to the whole group, including an evaluation of the reliability and validity of the data and source(s). Presentation could be via slide show, pod cast, or concept diagram/mind map • **Plenary**: Ask learners, 'Would you invest £50,000 in this product or marketing campaign based on the information collected?', and ask them to note down the pros and cons on a whiteboard or flip chart.			Sp5
7/12/2020	Topic B3 Developing the rationale	• Interpretation, analysis and use of data and other information to make valid marketing decisions. • Identification of any further sources of information that may be required. • Evaluation of the reliability and validity of the information obtained.	• **Tutor presentation**: Introduce the different stages in the campaign development process: o the audit, checking 'where are we now?' using SWOT analysis and identifying external factors using PESTLE analysis (covered in more detail in topic C) o setting marketing objectives o determining the right strategy o action planning and budget setting o Implementation and monitoring. • **Individual activity**: Learners research successful marketing campaigns to establish an appropriate time scale, starting by looking at the websites of leading advertising agencies.	Observations of students and completed class work		Lit Social Moral Cultural So8 Sp2 Sp5
14/12/2020	Topic B3 Developing the rationale	• Product life cycle.	• **Tutor presentation:** Introduce the concept of the product life cycle and cover the various stages from research and development through to withdrawal from	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Social

			the market. Cover suitable extension strategies used by a number of brands. • **Paired activity:** Learners identify factors that may influence the length of the product life cycle. Contribute identified factors to a group discussion. • **Plenary:** Discuss the benefits and drawbacks of using the product life cycle model for making marketing decisions.			Moral Cultural So8 Sp2 Sp5
5/1/2021	Topic B3 Developing the rationale	• Revision session	• **Knowledge quiz:** Learners complete a self-marked knowledge check on learning aim B, with verbal feedback from the tutor. • **Independent activity:** Learners complete a personal target-setting activity based on quiz feedback.	Observations of students and completed class work		Lit
11/1/2021	Topic C1 Marketing campaign activity	• Selection of appropriate marketing aims and objectives to suit business goals. • Situational analysis: SWOT and PESTLE. • Use of research data to determine target market.	• **Knowledge quiz:** Learners answer questions about PESTLE analysis to judge their previous knowledge. • **Tutor-led discussion:** Introduce the use of SWOT and PESTLE analysis to examine the internal and external business environment. • **Individual activity:** Give learner's a business case study and related information. Learners then complete SWOT and PESTLE analysis of the case study. • **Tutor-led discussion:** Recap market segmentation. • **Small group activity:** Given a specific product and appropriate market data, learners select the relevant data and	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Num Social Moral Cultural So8 Sp2 Sp5

			identify a target market, justifying their choice. Learners to provide verbal feedback of their findings to the rest of the class.			
18/1/2021	Topic C1 Marketing campaign activity	• Use of research data to conduct competitor analysis.	• **Individual activity:** Learners use the product and market data from the previous lesson to investigate the market structure and nature of the competition. • **Tutor-led discussion:** Discuss the various research methods that could be used to identify competitor activity. • **Paired activity:** Give each pair a market to investigate. For the top two competitors in their given market, learners conduct a full SWOT analysis and present their ideas to the whole group. Presentation could be via slide show, pod cast, concept diagram/mind map or simply verbally.	Observations of students and completed class work	Revision Workbook activities	Lit Num Social Moral Cultural So8 Sp2 Sp5
25/1/2021	Topic C2 Marketing mix	• Product development.	• **Tutor presentation:** Give an overview of the marketing mix. • **Tutor-led discussion:** Discuss what is included in the product (e.g. brand identity, packaging, the form and function of the product). Discuss the product development stage of the product life cycle. Explain the use of market research in market-led development. • **Small group activity:** Learners examine a range of products and identify the form and function of the product, the brand identity and the quality and purpose of the packaging (e.g. to protect or to display the product).	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Social Moral Cultural So8 Sp2 Sp5

| 1/2/2021 | Topic C2 Marketing mix | • Pricing strategies.
• Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image. | • **Tutor presentation**: Explain the use of different pricing strategies to suit different marketing objectives. Examples of different products with different price points could be provided and students asked to think about why a particular price point had been selected.
• **Class discussion:** Discuss how to select, with justification, an appropriate pricing strategy for a range of products or services.
• **Tutor presentation:** Outline a range of promotional activities (e.g. paid-for advertising, sales promotional offers, public relations activity, personal selling, sponsorship, celebrity endorsements, product placements in TV and cinema, use of new media, digital marketing and guerrilla marketing).
• **Individual activity:** Learners research examples of each type of promotional activity and compile a table showing the advantages and disadvantages of each type. | Observations of students and completed class work | Revision Workbook activities | Lit
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| 8/2/2021 | Topic C2 Marketing mix | • Place, distribution channels.
• Extended marketing mix. | • **Tutor presentation:** Introduce the advantages and disadvantages of a range of distribution channels, giving examples of the types of products that suit different channels and the target markets served by each channel.
• **Tutor-led discussion:** Discuss examples of the extended marketing mix, such as | Observations of students and completed class work | Assessment Questions (Private Study lesson) | Lit

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			people, the physical environment and the processes used to sell the product.			Sp5
22/2/2021	Topic C3 The marketing campaign	• Content of the marketing message.	• **Tutor-led discussion:** Give learners some examples of key content from a number of successful campaigns. Discuss what each campaign aims to achieve (e.g. brand awareness, lead generation or conversion, loyalty or upselling). Ask learners to consider whether the message is clear or cluttered, and whether the campaign is creative and/or memorable. • **Tutor presentation:** Introduce the concept of content marketing. Explain that the message depends on the target audience, the media used, the budget and the marketing objectives. • **Paired activity:** Learners review either the examples of campaigns that you have provided or examples that they have found in their own research, and evaluate the ideas and options. They should consider: o Which campaigns are creative? o Which campaigns would generate new leads? o Do the campaigns aim to inform or persuade? o Are the campaigns simple or complex? • **Paired activity:** Learners feedback their ideas to the whole group. Working with their ideas and inspiration from the rest of the group, each pair works to develop	Observations of students and completed class work	Revision Workbook activities	Lit Num Social Cultural So8 Sp2 Sp5

			their own message for a given brand or product.			
1/3/2021	Topic C3 The marketing campaign	• Selection of an appropriate marketing mix.	• **Tutor-led discussion:** Recap the extended marketing mix. • **Paired activity:** Learners research the key factors influencing an integrated marketing mix. • **Individual activity:** Learners research the extended marketing mix and apply the concepts to two contrasting products and one service. For example, they could consider a brand or a product such as a MacBook®. Learners should explain how the selection of an appropriate marketing mix can help products be successful. They should consider the product, price, place and promotional methods used to sell the product, but should also include elements of the extended marketing mix, such as: ○ trained professionals employed at the point of sale (people) ○ the systems that are in place to sell and deliver the product, or to train customers how to use the product (processes) ○ The layout and ambience of the stores/website (physical environment). • **Presentation:** Learners to verbally present their ideas to the rest of the class and	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Num Social So8 Sp2 Sp5

			answer questions about what they have researched.			
8/3/2021	Topic C3 The marketing campaign	• Selection of appropriate media.	• **Paired activity:** Learners investigate a wide range of different media (e.g. television, radio, print, internet, signage, product placement, mobile devices, sponsorship, and other opportunities such as till receipts). They should consider and assess the characteristics of the media, paying attention to creative and placement costs, the market reach of the media (e.g. audience numbers and demographic scope), channels served, length of exposure, ability to track responses and suitability for the product/message. • **Presentation:** Learners present their research findings to the whole group, answering questions about what they have researched.	Observations of students and completed class work	Revision Workbook activities	Lit Num Social So8 Sp2 Sp5
15/3/2021	Topic C3 The marketing campaign	• Allocation of the campaign budget. • Timelines for the campaign including monitoring.	• **Tutor-led discussion:** Introduce ways to set budgets (e.g. as a percentage of revenue, as a best guess, by working out what the business can afford, by matching competitors spend). • **Tutor presentation:** Introduce the costs to be considered (e.g. creative cost, printing/exposure costs, and technical	Observations of students and completed class work	Assessment Questions (Private Study lesson)	Lit Num Social So8 Sp2 Sp5

			costs such as website coding and management time).			
			• **Paired activity:** Learners research the individual costs of a campaign using the internet and other sources of information.			
			• **Paired activity**: Learners investigate the length of time required for creative design and the implementation of successful marketing campaigns. They should then create an appropriate time line, with time also allocated for monitoring and assessing the effectiveness of the campaign.			
22/3/2021	Topic C3 The marketing campaign	• How the campaign is to be evaluated.	• **Tutor presentation:** Introduce how you measure campaign success or failure. Assessing marketing return on investment: o formula: <u>(Return – Investment)</u> (Investment) o number of units sold o gross/net profit generated o leads generated o Likes on social media. • **Class discussion:** Discuss how the data will be captured (e.g. telephone numbers, social media, etc.). • **Individual activity:** Learners select two versions of a campaign using different media. Given cost and response/sales data, learners should evaluate each method and select the most appropriate for the message/product.	Observations of students and completed class work	Revision Workbook activities	Lit Num Social So8 Sp2 Sp5

| 12/4/2021 | Topic C4 Appropriateness of marketing campaign | • How far the marketing activity reinforces brand value.
• The sustainability of marketing activities.
• Flexibility of the campaign to respond to both internal and external changes.
• Relevance to organisational goals.
• Appropriateness to target market.
• Legal and ethical considerations. | • **Tutor-led discussion:** Building on the work done on how to evaluate a campaign, you could get learners to consider whether a campaign is appropriate for the business/brand.
• **Paired activity:** Give learners a marketing campaign case study. In pairs, they should evaluate whether this campaign is appropriate or not. Learners should be given a series of question prompts that they need to respond to, namely:
o Does the campaign reinforce brand values and if so how?
o Are the marketing activities sustainable over time with justification?
o Can the campaign be changed if internal or external influences change?
o Does the campaign meet the stated goals – again use examples to justify responses?
o Does the campaign reach the right target audience?
o Are there any ethical or legal considerations that need to be addressed?
• Learners could present their findings to peers. | Observations of students and completed class work | Assessment Questions (Private Study lesson) | Lit

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19/4/2021	Topic C4 Appropriateness of marketing campaign	• Practice assessment activity.	• **Individual activity**: Give learners a product and get them to develop a marketing campaign for it. This will include: ○ an appropriate message ○ a suitable marketing mix ○ a selection of appropriate media ○ an established budget and time line for the campaign ○ A discussion of how the success of the campaign could be evaluated.	Practise for task A	Lit Num So8 Sp2 Sp5
	Topic C4 Appropriateness of marketing campaign	• Revision session	• **Knowledge quiz:** Learners complete a self-marked knowledge check on topic C, with verbal feedback from the tutor. • **Independent activity:** Learners complete a personal target-setting activity based on quiz feedback.	Review of completed revision materials	Assessment Questions (Private Study lesson)	Lit Num So8 Sp2 Sp5
26/4/2021	Topic C4 Appropriateness of marketing campaign	• Revision session	• **Learner-led revision sessions:** Recap all topics.	Review of completed revision materials	Lit Num So8 Sp2 Sp5
3/5/2021	Topic C4 Appropriateness of marketing campaign	• Mock assessment	• **Mock assessment:** Give learners the sample assessment materials (SAMs) to be sat under controlled conditions. • **Tutor feedback:** Using the sample mark scheme, give learner feedback.	Mock Assessment	Assessment Questions (Private Study lesson)	Lit Num So8 Sp2 Sp5

10/5/2021	Topic C4 Appropriateness of marketing campaign	• Research for the external assessment	• **Individual activity:** Learners produce an individual revision/research plan. • **Individual activity:** Learners complete revision and research for assessment.	Task A		