

# Enterprise and Marketing

## Scheme of work – R067 Enterprise and Marketing Concepts

### About this scheme of work

**Our refreshed Cambridge National in Enterprise and Marketing J837 is for first teaching from September 2022.**

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre's needs. Our curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples of how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach
- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version
- links to our [curriculum planner's first model](#) which is one teacher teaching the qualification over two years, broken down into half terms
- each lesson's **key words**
- **ideas** for teaching and learning with useful **links**
- some 'warm up' teaching ideas if you're teaching over three years.



Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.

## Units and guided learning hours

Here is a reminder of the three mandatory units in the refreshed Cambridge National in Enterprise and Marketing:

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
<b>R067</b>	<b>Enterprise and marketing concepts</b>	<b>48</b>	<b>E</b>	<b>M</b>
R068	Design a business proposal	36	NEA	M
R069	Market and pitch a business proposal	36	NEA	M

## Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 48 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around **45** minutes.
- Students can access some resources outside of lessons for any online homework or extension tasks.
- You will refer to the [specification](#) as the key document for detailed insight into the qualification's content and assessment requirements.

## First year of teaching

Autumn 1						
<b>Summary of what you will cover from the <a href="#">curriculum planner</a>:</b>		<b>Market research; data; market segmentation</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA2 Market research to target a specific customer  2.1.1 The purpose of market research	You could begin TA2 with an introduction to market research.  In the first lesson you could: <ul style="list-style-type: none"> <li>• explain the purpose of market research</li> <li>• give examples of why and when entrepreneurs need to carry out market research</li> <li>• introduce primary and secondary market research</li> <li>• explain the key differences between the two types of market research.</li> </ul>	<b>Market research</b>  <b>Primary market research</b>  <b>Secondary market research</b>	Summarise the purpose of market research.  Explain why and when entrepreneurs need to carry out marketing research.  Explain the difference between primary and secondary market research.	<a href="#">Market research</a> BBC Bitesize (bbc.co.uk) - a clip about market research used as part of the development of a crisp product. Covers both primary and secondary research	R068 - TA1.1 Carry out market research to aid decisions relating to a business proposal
2	TA2 Market research to target a specific customer  2.1.2 Primary market research methods	After the introduction to market research you could focus on the various primary market research methods that an entrepreneur may use.  You could start by introducing the main primary market research methods: <ul style="list-style-type: none"> <li>• observations</li> <li>• questionnaires/surveys/interviews</li> <li>• focus groups</li> <li>• consumer trials</li> </ul>	<b>Primary market research</b>	Summarise the primary market research methods that could be used.  Explain the relative advantages and disadvantages of each primary market research method.	<a href="#">GCSE Business – Primary market research</a> (youtube.com) - a video to introduce primary market research methods  <a href="#">How do focus groups work? - Hector Lanz</a> (youtube.com)	R068 - TA1.1 Carry out market research to aid decisions relating to a business proposal

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>test marketing/pilots.</li> </ul> <p>Explain that each method may be physical or digital.</p> <p>Students could then work in groups to identify the relative advantages and disadvantages of the different methods. You could divide the five methods among the groups and ask each one to deliver their findings to the rest of the class or alternatively you could ask each group to discuss the five methods and collate the answers at the end.</p> <p>You could show examples of primary market research methods in practice. Many businesses have social media pages which could be used to show recent comments made by customers, and websites often show examples of email surveys and contact forms. You could use Survey Monkey (<a href="http://www.surveymonkey.co.uk">www.surveymonkey.co.uk</a>) to create a survey for the students to complete, showing how online surveys can be used to gain customer feedback.</p> <p>For homework students could be asked to design a simple market research questionnaire or set of questions for an interview regarding something in their school, e.g. student views on the food sold in the canteen or their uniform.</p>			<p>- a TED Ed clip about focus groups</p> <p><a href="#">Different types of test markets – How firms test their products before launch</a> (youtube.com)</p> <p><a href="#">Teaching activity based on primary market research</a> (Teach Cambridge)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
3	TA2 Market research to target a specific customer  2.1.3 Secondary market research sources	<p>At the start of this lesson you could recap the key features of secondary market research.</p> <p>You could then introduce the main sources of secondary market research:</p> <ul style="list-style-type: none"> <li>• internal data</li> <li>• books/newspapers/trade magazines</li> <li>• competitors' data</li> <li>• government publications and statistics</li> <li>• Mintel or similar.</li> </ul> <p>You could explain that the internet can be used to conduct market research but would not be classed as a stand-alone secondary market research source in itself.</p> <p>Ask students to identify the advantages and disadvantages of each secondary market research source.</p> <p>For homework you could give the students some business examples/contexts and ask them to recommend which secondary market research source would be most appropriate and why.</p>	<b>Secondary market research</b>	<p>Summarise the secondary market research sources that could be used.</p> <p>Explain the relative advantages and disadvantages of each secondary market research source.</p>	<p><a href="#">GCSE Business – Secondary research</a> (youtube.com)</p> <p>- an introduction to secondary market research sources</p> <p>Visit the <a href="#">ONS website</a> to illustrate the range of government statistics available</p> <p>Published data from the <a href="#">2011 census: Key statistics and quick statistics for local authorities in the United Kingdom</a> (ons.gov.uk)</p>	R068 - TA1.1 Carry out market research to aid decisions relating to a business proposal
4	TA2 Market research to target a specific customer	<p>You could begin the lesson with an introduction to the two types of data:</p> <ul style="list-style-type: none"> <li>• quantitative data</li> <li>• qualitative data.</li> </ul>	<p><b>Quantitative data</b></p> <p><b>Qualitative data</b></p>	<p>Summarise the two main types of data.</p> <p>Explain the benefits and limitations of each type of data.</p>	<p><a href="#">Market research</a> – BBC Bitesize (bbc.o.uk)</p>	R068 - TA1.1 Carry out market research to aid decisions relating to a

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	2.1.4 Types of data	<p>You could show the students examples of both types of data collected from market research activities, e.g. a spreadsheet of numerical government statistics (such as Census data from the ONS websites) or from a questionnaire; or consumer views collated from an interview.</p> <p>Explain how each type of data can be gathered from primary market research methods or secondary market research sources.</p> <p>You could identify a number of advantages and disadvantages of each type of data and ask students to work in pairs to:</p> <ul style="list-style-type: none"> <li>• identify if the statement is an advantage or disadvantage</li> <li>• state whether the statement relates to quantitative or qualitative data.</li> </ul> <p>As an extension you could ask students to think of why a combination of quantitative and qualitative data may be the most effective, e.g. collect qualitative data to investigate customer opinions to understand the reason for a trend identified within quantitative data.</p>			<a href="#">Qualitative and Quantitative research</a> (youtube.com) - a clip to contrast the two types of data	business proposal
5	TA2 Market research to target	You could begin the lesson with an introduction to segmentation and:	<b>Market segmentation</b>	Explain the meaning of market segmentation.	<a href="#">Customers – Market research</a> BBC Bitesize (bbc.co.uk)	R068 – TA2.1 Identify potential

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	a specific customer  2.2.1 Types of market segmentation	<ul style="list-style-type: none"> <li>• start by discussing 'what is a customer?'</li> <li>• ask the students to think about if the needs of all customers that buy a specific product, e.g. a brand of soft drink, have the same needs</li> <li>• explain how the needs of customers for a specific product may vary, e.g. taste, convenience of purchase, etc. Use this discussion to introduce 'market segmentation'</li> <li>• explain the problems/challenges that may be encountered if the market is not segmented</li> <li>• introduce the types of market segmentation:               <ul style="list-style-type: none"> <li>○ age</li> <li>○ gender</li> <li>○ occupation</li> <li>○ income</li> <li>○ location</li> <li>○ lifestyle.</li> </ul> </li> </ul> <p>You could ask students to work in pairs to think of product examples for each type of market segmentation, e.g. the market for holidays can be segmented by age or the market for cars can be segmented by income. They could present their work visually as a poster or set of presentation slides.</p>		Summarise the ways that a market can be segmented.	- introduction to market segmentation  <a href="#">Market segmentation (youtube.com)</a> - market segmentation video	customers and build a customer profile based on market research findings

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6	TA2 Market research to target a specific customer  2.2.2 The benefits of market segmentation to a business	This lesson could follow on from the introduction to market segmentation.  Ask students to work in groups to identify and discuss the benefits of market segmentation to a business.	<b>Market segmentation</b>	Analyse the benefits of market segmentation to a business.	<a href="#">Bitesize Business – Advertising</a> - BBC Bitesize (bbc.co.uk) - this clip looks at how marketing segmentation is used to plan advertising so that it is more effective	R068 – TA2.1 Identify potential customers and build a customer profile based on market research findings



Autumn 2						
Summary of what you will cover from the <a href="#">curriculum planner</a> :		Note – R067 is being combined with R068 in Year 10.				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?

Spring 1						
Summary of what you will cover from the curriculum planner:		Cost, revenue, profit and loss, break-even, cash.				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA3 What makes a product financially viable  3.1.1 Cost of producing the product	<p>You could begin this lesson by asking students to identify some of the costs involved with running the school, e.g. electricity, teachers' salaries, etc. or the costs involved with running a factory for a product that the students are familiar with.</p> <p>Introduce the terms fixed and variable costs. Explain the difference between the costs using a production business example.</p> <p>Review the list created by the earlier class discussion and lead a class discussion to categorise the costs as fixed or variable.</p> <p>You could give the students a list of different costs and ask them to work in pairs to categorise them as fixed or variable. Review the answers as a class and encourage students to explain the reasons for their answers.</p> <p>You could explain the term 'total cost' by demonstrating how total costs are calculated by adding the total fixed costs and total variable costs together.</p>	<p><b>Fixed costs</b></p> <p><b>Variable costs</b></p> <p><b>Total costs</b></p>	<p>Identify a range of costs incurred to produce a product.</p> <p>Explain the difference between fixed, variable, and total costs.</p> <p>Calculate the fixed cost, variable cost, and total cost for level of output and per unit produced.</p>	<p><a href="https://www.tutor2u.net/business/reference/business-costs">Business</a> (tutor2u.net) - reference/business costs</p> <p><a href="#">Calculation of costs and revenue</a> - OCR BBC Bitesize (bbc.co.uk) - business costs</p> <p><a href="#">Revenue, cost and profit</a> - BBC Bitesize (bbc.co.uk) - a clip about the types of costs that may be involved in running a business</p> <p><a href="#">Revenue, cost and profit</a> - BBC Bitesize (bbc.co.uk) - video</p> <p><a href="#">Lesson worksheet – Business costs</a> (Blog - tutor2u.net)</p>	R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could then give the students some example business or product scenarios and ask them to identify the fixed, variable, and total costs for each one (include examples for a total number of output and also per unit of output). You could include examples of calculations involving different time periods, e.g. per month or per year. As an extension you could also include some questions which require the students to convert figures to different time periods, e.g. costs per month to costs per year and vice-versa.				
2	TA3 What makes a product financially viable  3.2 Revenue generated by sales of the product	<p>You could start the lesson by explaining that revenue is the money that the business receives from selling its product.</p> <p>Introduce the formula for total revenue and illustrate the calculation using a simple business example.</p> <p>You could prepare a case study about a fictitious business to introduce this topic. Students can use the figures from the case study to practice calculating total revenue. The case study should therefore include the sales figures and the price charged for the product.</p> <p>Once students have calculated total revenue, the teacher could describe a situation where the price in the case study is increased, but demand then falls. Students could be asked to re-calculate the total revenue and then identify</p>	<b>Revenue</b>	<p>Define the term 'revenue'.</p> <p>Calculate the revenue generated from selling a product.</p> <p>Rearrange the revenue formula to find a missing element.</p>	<a href="#">What is Revenue?</a> (youtube.com) - a short video about revenue	R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>whether or not the business in the case study should increase their price.</p> <p>As an extension the students could be asked to consider if it is worth a business increasing the price and the impact on the revenue – does an increase in price automatically lead to more revenue?</p> <p>Students are required to rearrange the formula to find a missing component. Explain how to do this using a basic example, and then set the students some homework questions to practice calculating the revenue generated. Include basic calculations plus some that involve rearranging the formula to find the missing component and also different time periods, e.g. per month or per year.</p>				
3	<p>TA3 What makes a product financially viable</p> <p>3.3 Profit/loss</p>	<p>You could start this lesson by introducing the students to the concept of profit and loss. Outline the formula and illustrate its use with a basic example. A common misconception is the difference between revenue and profit so be clear to differentiate between the terms.</p> <p>The case study used for the previous lesson could be extended with additional information to illustrate how to calculate profit/loss. Students could calculate the profit made both before and after the price increase (see previous lesson) – thereby making a more informed decision about whether or not the</p>	<p><b>Profit</b></p> <p><b>Loss</b></p>	<p>Explain the difference between profit and loss.</p> <p>Calculate the profit or loss made (both per unit and for a specific level of output).</p> <p>Rearrange the formula to find a missing element.</p>	<p><a href="#">Learn about Profit &amp; Loss – Class 5 Maths - iKen</a> (youtube.com)</p> <p>- a basic video clip to introduce profit and loss</p>	<p>R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>business in the case study should increase the price.</p> <p>Students need to calculate the profit/loss per unit and for a given level of output, which you could illustrate using an example.</p> <p>You could prepare some questions to help the students practice their understanding. Include the opportunity to calculate the revenue to recap learning from the previous lesson and examples of both profit and loss.</p> <p>As an extension you could include questions that involve rearranging the profit/loss formula, e.g. find the total costs if the total revenue and profit/loss are known.</p>				
4	<p>TA3 What makes a product financially viable</p> <p>3.4 Use of break-even as an aid to decision making</p>	<p>You could start this lesson by introducing the concept of break-even with reference to profit/loss as covered during the previous lesson.</p> <p>Introduce the formula for break-even quantity with a simple example.</p> <p>The case study used for the previous two lessons could be extended with additional information to illustrate how break-even is calculated. You could then change the fixed costs and/or selling price and ask students to calculate the impact on the break-even quantity.</p>	<b>Break-even</b>	<p>Define the term 'break-even'.</p> <p>Calculate the break-even quantity.</p> <p>Rearrange the break-even formula to find a missing element.</p>		<p>R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could then provide some financial information about a different business. This should include the fixed and variable costs for the production of a particular product (e.g. a sandwich). Students could then be asked to complete a table where they calculate the fixed, variable, and total costs for various levels of output; plus the revenue earned at each level of output. Keep the figures simple so that at one of the levels of output, the break-even point is clear (total revenue = total costs). To extend learning further you could ask students to create a second/third table with a different selling price and/or variable/fixed cost to further show the impact on break-even.				
5	TA3 What makes a product financially viable  3.4 Use of break-even as an aid to decision making	As a follow on to the previous lesson, you could ask the students to find the tables created to find the break-even point. Before the lesson plot the figures to create a break-even graph and display it on the whiteboard. Use this example to identify: <ul style="list-style-type: none"> <li>fixed cost line</li> <li>total cost line</li> <li>revenue line</li> <li>break-even quantity</li> <li>area of profit/loss.</li> </ul> <p>Please note that students will not be expected to draw a break-even graph in their exam but may be asked to interpret a break-even graph or complete a partially completed graph.</p>	<b>Break-even graph</b>  <b>Profit</b>  <b>Loss</b>	Interpret a break-even graph to identify the break-even point.  Explain how break-even information may be used by an entrepreneur.	<a href="#">Break-even</a> – BBC Bitesize (bbc.co.uk) - a video about break-even graphs  <a href="#">Break-even analysis video and activity resource</a> (tes.com) - a video clip about break-even analysis and decision making  <a href="#">Breaking even</a> – BBC Bitesize (Bbc.co.uk)	R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>You could prepare some questions that require students to interpret information from a break-even graph, label a graph and complete a partially completed graph. Review the answers as a class and probe/question answers.</p> <p>To end the lesson you could then explain how break-even information can be used by an entrepreneur, e.g. pricing decisions.</p>			<a href="#">OCR Break-even teaching activity</a> with <a href="#">PowerPoint presentation resource</a> . (Teach Cambridge)	
6	TA3 What makes a product financially viable  3.5 Importance of cash	<p>This lesson considers the importance of cash. You could:</p> <ul style="list-style-type: none"> <li>• explain the difference between cash and profit</li> <li>• explain the consequences to a business of a lack of cash. Use examples to illustrate what the business may not be to do if it runs out of cash.</li> </ul>	<b>Cash</b>	<p>Explain the difference between cash and profit.</p> <p>Explain the consequences of a lack of cash for a business.</p>	<p><a href="#">Cash flow</a> – BBC Bitesize (bbc.co.uk) - how one business dealt with the problem of more cash going out than coming in.</p> <p><a href="#">Understanding profit and loss – Business Studies – Music, Mud and Making Money</a> (youtube.com) - clip to review TA3 topics. This clip features Radio One DJ Greg James outlining all of the key topics from TA3</p>	

Spring 2						
Summary of what you will cover from the <a href="#">curriculum planner</a> :		Note – R067 is being combined with R068 in Year 10.				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?



Summer 1						
Summary of what you will cover from the curriculum planner:		Marketing mix; advertising medium; sales promotion				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
1	<p>TA4 Creating a marketing mix to support a product</p> <p>4.1.1 The marketing mix elements for a good/service</p>	<p>In this introductory lesson to TA4, you could:</p> <ul style="list-style-type: none"> <li>introduce the term 'marketing mix'</li> <li>identify the four elements of the marketing mix: <ul style="list-style-type: none"> <li>product</li> <li>price</li> <li>place</li> <li>promotion</li> </ul> </li> <li>explain the four elements of the marketing mix using a product example that the students will be familiar with, e.g. Apple iPhone.</li> </ul> <p>You could ask the students to work in small groups. Give each group a different well-known product and ask them to outline the marketing mix for the product. They could write their answers on flip-chart/A3 paper and their work could be displayed on the classroom wall.</p>	<b>Marketing mix</b>	<p>At the end of the lesson, students will be able to:</p> <p>Identify the four elements of the marketing mix</p> <p>Explain what is meant by the marketing mix and why each element is important</p>	<p><a href="#">The Marketing Mix Song</a> (youtube.com)</p> <p><a href="#">Marketing Mix 4Ps Activity with video</a> (tes.com)</p> <p>- marketing mix activity with video</p> <p><a href="#">The marketing mix</a> – BBC Bitesize (bbc.co.uk)</p> <p>- marketing mix introduction</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
2	TA4 Creating a marketing mix to support a product  4.1.2 How the elements of the marketing mix work well together	<p>As a follow on from the previous lesson, you could:</p> <ul style="list-style-type: none"> <li>review the marketing mixes that each group produced for the selected product</li> <li>use the examples to lead a class discussion into how each element affects the decisions regarding the other elements.</li> </ul> <p>You could use a product example to explain how the marketing mix for a good, service or business may change over time, e.g. Lucozade's marketing mix changed to help re-position the drink as a sports drink rather than one to 'restore energy' after a period of illness or busy day at work. The was achieved by changing the promotion to feature well-known sports personalities, changing the packaging and places that sold the drink.</p> <p>You could give the students some examples of marketing mixes for different products where one of the elements is out of line with the others. Ask the students to work in pairs to:</p> <ul style="list-style-type: none"> <li>identify which element is out of line</li> <li>explain what impact this may have on satisfying the target market segment's needs</li> <li>explain how they feel the marketing mix should change.</li> </ul>	<p><b>Elements of the marketing mix</b></p> <p><b>Product</b></p> <p><b>Price</b></p> <p><b>Place</b></p> <p><b>Promotion</b></p>	<p>Explain how the elements of the marketing mix work together to create a specific brand image</p> <p>Explain how the marketing mix elements must be considered to appeal to and satisfy the target market segment's needs</p>	<p><a href="#">Marketing mix introduction</a> (tutor2u.net)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
3	TA4 Creating a marketing mix to support a product  4.2 Types of advertising medium used to attract and retain customers and the appropriateness of each	<p>To start this lesson you could identify a well-known product and ask students to work in pairs to identify how the product is advertised. Collate all of the answers on the board as a class. You could then lead a class discussion to categorise each medium as digital or non-digital. Via the discussion you can explain the difference between digital and non-digital advertising mediums and introduce the two lists from the specification.</p> <p>Keep the list of non-digital advertising mediums displayed and divide the class into at least six groups (there are six non-digital advertising mediums listed in the specification). Give each group one of the advertising mediums and ask them to identify the relative advantages and disadvantages. Ask each group to share their responses with the rest of the class.</p> <p>As an extension/homework activity ask the students to research the likely costs of each medium and to consider if it would be suitable for a start-up small business, e.g. a plumber or mobile hairdresser and why.</p>	<b>Non-digital advertising medium</b>	<p>Identify a range of non-digital advertising mediums</p> <p>Explain that relative advantages and disadvantages of a range of non-digital advertising mediums</p>		R069 – TA2.1 How to create a promotional campaign for a product / brand
4	TA4 Creating a marketing mix to support a product	This lesson follows on from the previous one. You could start the lesson by recapping the difference between digital and non-digital advertising mediums.	<b>Digital advertising medium</b>	Identify a range of digital advertising mediums	<a href="#">Promotion</a> – BBC Bitesize (bbc.co.uk) - notes about digital advertising mediums	R069 – TA2.1 How to create a promotional campaign for a product/brand

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	4.2 Types of advertising medium used to attract and retain customers and the appropriateness of each	<p>You could ask the students to find examples of each of the digital advertising mediums. They could save the examples as a screen print or URL to a YouTube clip.</p> <p>Give the students a list of different advantages and disadvantages and ask the students to work in pairs to state if the statement is an advantage or disadvantage and which digital advertising medium is applied to.</p> <p>You could end the lesson with a class discussion about how social media advertising can be generated by the business or third parties. Ask the students to work in small groups to identify the potential advantages and challenges of how posts are generated. As an extension ask the students to think of ways to reduce any challenges.</p>		Explain that relative advantages and disadvantages of a range of digital advertising mediums		
5	<p>TA4 Creating a marketing mix to support a product</p> <p>4.3 Sales promotion techniques used to attract and retain customers and the appropriateness of each</p>	<p>You could start the lesson by showing images of each of the different types of sales promotion techniques. Ask students to identify the sales promotion technique and consider if it would encourage them to buy.</p> <p>Ask the students to work in pairs to identify the relative benefits and limitations of each one. There are eight techniques listed in the specification (if</p>	<b>Sales promotion techniques</b>	<p>Identify a range of sales promotion techniques</p> <p>Explain that relative benefits and limitations of a range of sales promotion techniques</p>	<a href="#">Promotions</a> – BBC Bitesize (bbc.co.uk) - a clip to outline how a beauty salon uses promotions to inform customers about their products, generate sales and create brand loyalty	R069 – TA2.1 How to create a promotional campaign for a product/brand

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>free gifts/product trials are split) so you could ask half of the class to consider the first four and the second half of the class to discuss the second four. Collate the responses via a class discussion at the end.</p> <p>For homework write a short case study example about a small business looking to attract and retain customers. Ask the students to recommend three sales promotion techniques that they feel would be suitable for the scenario. They should justify their decisions.</p>				

Summer 2						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>PR; selling; product lifecycle; pricing strategies</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA4 Creating a marketing mix to support a product  4.4 Public relations	<p>You could start this lesson by explaining the term 'public relations' and how it differs to advertising/sales promotion.</p> <p>Explain the different public relations methods that could be used:</p> <ul style="list-style-type: none"> <li>• product placement</li> <li>• celebrity endorsement</li> <li>• press/media releases.</li> </ul> <p>Show examples of each public relations method in practice, e.g. product placement in a movie or a celebrity that endorses a product.</p> <p>Ask the students to work in small groups and identify the relative benefits and limitations of the method used for each of the real-life examples that you shared.</p>	<b>Public relations</b>	<p>Identify a range of public relations methods</p> <p>Explain that relative benefits and limitations of a range of public relations methods</p>	<p><a href="#">Successful (and Failed) Celebrity Endorsements</a> (youtube.com) - a short clip about successful and failed celebrity endorsements</p> <p><a href="#">How product placement helped Co-op jump 14% in terms of purchase intent</a> (itvmedia.co.uk)</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zqt7k7h/r/evision/3">https://www.bbc.co.uk/bitesize/guides/zqt7k7h/r/evision/3</a> (bbc.co.uk) - notes about press releases</p>	R069 – TA2.1 How to create a promotional campaign for a product/brand
2	TA4 Creating a marketing mix to support a product	In this lesson you will introduce students to the different ways that a good/service may be sold to customers. The methods can be described as:	<b>Physical channels</b>  <b>Digital channels</b>	Explain how a good/service can be sold to the consumer	<a href="#">Writing features, reviews and press releases</a> – BBC Bitesize (bbc.co.uk)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	4.5 How to sell the good/service to the consumer	<ul style="list-style-type: none"> <li>physical channels</li> <li>digital channels.</li> </ul> <p>You could produce a list of the different ways of selling a good/service, e.g. shops, social media, online auction sites and ask the students to categorise the methods as physical or digital. Lead a class discussion to review the answers and from the discussion create a definition of physical and digital distribution channels.</p> <p>You could ask the students to work in pairs to consider the two methods and identify the advantages and disadvantages of physical and digital channels.</p> <p>You could end the lesson with a discussion of the changes in how customers purchase goods/service. The students could research how digital channels are growing in popularity and some of the reasons behind this trend. They could present their findings on presentation slides.</p>		<p>Explain the growth in digital channels</p> <p>Explain the advantages and disadvantages of physical and digital channels</p>	<p>- a clip that looks at how one business changes its focus from retail to online</p> <p><a href="#">Almost 50 shops a day disappear from High Streets</a> (bbc.co.uk)</p> <p>- a BBC News article about the changing channels of distribution</p> <p><a href="#">The high street is dead. Long live the high street</a> (retailtimes.co.uk)</p> <p>- an article that takes a detailed analysis of changing purchasing habits</p>	
3	<p>TA4 Creating a marketing mix to support a product</p> <p>4.6.1 The product lifecycle</p>	<p>In this lesson about the product lifecycle, you could:</p> <ul style="list-style-type: none"> <li>start by displaying photos of products that are now considered obsolete, e.g. a typewriter or a 'brick' mobile phone. Ask students if they would buy these</li> </ul>	<p><b>The product lifecycle</b></p> <p><b>Development</b></p> <p><b>Introduction</b></p>	<p>Explain what is meant by the product lifecycle</p> <p>Explain the features of the different stages of the product lifecycle</p>	<p><a href="#">Marketing: Product Life Cycle (GCSE)</a> (tutor2u.net)</p> <p><a href="#">Product – Product life cycle</a> - BBC Bitesize (bbc.co.uk)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>products and probe/question their responses to explore why not</p> <ul style="list-style-type: none"> <li>introduce the product lifecycle model by displaying and discussing the visual diagram with the five stages clearly identified.</li> </ul> <p>You could give the students a list of different products (all at different stages of the product lifecycle). Ask them to work in pairs to categorise which lifecycle stage is most relevant and why.</p> <p>For homework you could give the students a list of fictitious products (named Product A, B, C, etc.). Include sales data for each product and ask the students to identify which stage of the product lifecycle is most relevant and why.</p>	<b>Growth</b>  <b>Maturity</b>  <b>Decline</b>		- notes about the product lifecycle	
4	<p>TA4 Creating a marketing mix to support a product</p> <p>4.6.2 Extension strategies for products in the product lifecycle and the appropriateness of each</p>	<p>You could start the lesson by reviewing the answers to the homework activity set during the previous lesson. As a class discussion, ask students to think about ways that the business could increase the sales of each product. They are likely to state reduce price or increase advertising which will help you to lead into a session about extension strategies. From the student ideas you could list the different extension strategies that could be used.</p> <p>You could then explain how extension strategies are used to prolong the life of a</p>	<b>Extension strategies</b>	<p>Explain what is meant by extension strategies and the impact of on the product lifecycle for a specific product</p> <p>Identify a range of extension strategies</p> <p>Explain that relative advantages and disadvantages of different extension strategies</p>	<p><a href="#">Product – Extension strategies</a> – BBC Bitesize (bbc.co.uk)</p> <p>- notes about extension strategies</p> <p><a href="#">Product life cycle and extension strategies</a> (mrshearingbusinessstudies.weebly.com)</p>	



Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		product. Five extension strategies are listed in the specification for R067 and ask students to work in small groups to identify the relative advantages and disadvantages of each one. You could give each small group a different product to consider and at the end use a class discussion to share answers and consider how the appropriateness may vary according to the product type and context.			- a clip to show how Lucozade extended its product lifecycle  <a href="#">Product – Extending product life cycle</a> – BBC Bitesize (bbc.co.uk) - ways to extend the life of a product	
5	TA4 Creating a marketing mix to support a product  4.7.1 Factors to consider when pricing a product to attract and retain customers  4.7.2 Types of pricing strategies and the appropriateness of each	You could start this lesson by asking students to work in small groups to identify what factors an entrepreneur would need to consider when deciding what price they should charge for a product or service. A case study could be provided to aid this discussion where the overall aim of the business (e.g. to maximise profit) is stated. Having collated the discussion notes, the small groups could then be asked to rank the factors in order of importance and justify their decision to the group. You could then summarise the discussion and list the four factors listed in the specification: <ul style="list-style-type: none"> <li>• income levels</li> <li>• price of competitor products</li> <li>• cost of production</li> <li>• stage of the product life cycle.</li> </ul> You could then introduce the students to the following four pricing strategies:	<b>Pricing strategies</b>  <b>Competitive pricing</b>  <b>Psychological pricing</b>  <b>Price skimming</b>  <b>Price penetration</b>	Explain the factors to consider when pricing a product  Identify a range of pricing strategies  Explain that relative advantages and disadvantages of a range of pricing strategies	<a href="#">The Marketing Series 6: The Marketing Mix: Price</a> (tvchoice.uk.com) - shows some case studies related to pricing strategies  <a href="#">Price</a> – BBC Bitesize (bbc.co.uk) - notes about pricing strategies. Please note that this site includes examples of pricing strategies which are <b>not part of the R067 specification</b> so care should be taken when sharing with students  <a href="#">Pricing strategies activity and video</a> (tes.com)	R068 – TA4.2 Apply an appropriate pricing strategy

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>• competitive pricing</li> <li>• psychological pricing</li> <li>• price skimming</li> <li>• price penetration.</li> </ul> <p>Use real-life product examples to illustrate the pricing strategies to help students understand them. It is important to stress that pricing strategies only outline the price trends and not the specific price charged.</p> <p>For homework you could prepare some case study scenarios of different products and ask students to recommend the most appropriate pricing strategy for the situation. The students should explain the advantages of the pricing strategy recommended and the relative drawbacks.</p>			- a video to explain different pricing strategies. Please note that this clip includes examples of pricing strategies which <b>are not part of the R067 specification</b> so care should be taken when sharing with students	

**Second year of teaching**

Autumn 1						
<b>Summary of what you will cover from the curriculum planner:</b>						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?

Autumn 2						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA1 Characteristics, risk and reward for enterprise  1.1.1 Characteristics of successful entrepreneurs	<p>In this initial lesson for TA1 you could start by asking students to identify any people that run their own business. The entrepreneurs may be people they know or individuals they are aware of, e.g. TV or YouTube stars. Ask the students to think about the individuals' personalities – what characteristics do they feel support the success of their business? You could collate the ideas and then list the characteristics within the specification:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• innovation</li> <li>• risk taking</li> <li>• communication</li> <li>• negotiation</li> <li>• confidence</li> <li>• determination.</li> </ul> <p>Review the list and make sure that all students understand what each characteristic means.</p> <p>You could define the term entrepreneur.</p>	<b>Entrepreneur</b>  <b>Enterprise</b>  <b>Characteristics of successful entrepreneurs</b>	<p>Identify the characteristics shared by successful entrepreneurs</p> <p>Explain why each characteristic may help the entrepreneur to be successful</p>	<p><a href="#">Entrepreneurs</a> – BBC Bitesize (bbc.co.uk) - a young entrepreneur explains how he set up and grew his own jam making business</p> <p><a href="#">What is an entrepreneur?</a> – BBC Bitesize (bbc.co.uk) - a clip to outline the term 'entrepreneur'</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could ask each student to review their own skills against the various characteristics to consider if they would make a successful entrepreneur. You could give the students a simple scale of 1 to 4 or 1 to 6 (use an even number to avoid students 'sitting on the fence'). 1 means that they are very weak in this area to 6 which means that they are very proficient. They could summarise why each characteristic is important when running a business, e.g. an entrepreneur needs to be creative to think of new product ideas or solutions to challenges.				
2	TA1 Characteristics, risk and reward for enterprise  1.1.2 Potential rewards for risk taking	As a follow on, in this lesson you could identify the potential rewards for taking the risk of setting up a new business: <ul style="list-style-type: none"> <li>• financial</li> <li>• independence</li> <li>• self-satisfaction</li> <li>• making a difference/change.</li> </ul> Many students are likely to only associate financial rewards so try to give the students real-life examples of businesses set up to achieve the other rewards, e.g. Dyson set up his business to make a difference as his	<b>Risk taking</b>  <b>Rewards</b>	Identify the potential rewards for risk taking	<a href="#">This is what motivates billionaire Richard Branson (Hint: It's not money)</a> (cnbc.com) - a case study about the business motives of Richard Branson	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		product freed customers from needing a waste bag.				
3	TA1 Characteristics, risk and reward for enterprise  1.1.3 Potential drawbacks for risk taking	<p>As a follow on, you could now introduce the students to the range of potential drawbacks of setting up a business:</p> <ul style="list-style-type: none"> <li>• financial</li> <li>• health/wellbeing</li> <li>• work-life balance</li> <li>• personal relationships.</li> </ul> <p>You could ask the students to discuss in pairs how each of the drawbacks may arise and the impact on the entrepreneur and their business. The students could then share ideas via a class discussion.</p> <p>You could prepare some case study examples to demonstrate the risks and ask students to categorise the type of risk, e.g. an entrepreneur working long hours and no longer having time to go to the gym in the evenings would be an example of poor 'work-life balance'.</p> <p>As homework you could ask the students to create a poster to summarise the potential rewards (covered last lesson) and drawbacks for risk taking and setting up a small business.</p>	<b>Risk taking</b>	Identify the potential drawbacks for risk taking	<p><a href="http://bbc.co.uk">Music, Mud and Making Money</a> (bbc.co.uk) - an introduction to the skills and qualities required to be entrepreneurial. From ready built tents to portable cardboard toilets, this clip introduces entrepreneurs who have turned music festivals into business opportunities after identifying a gap in the market. It also addresses the importance of market research and managing risk when launching new business.</p> <p><a href="http://tutor2u.net">Starting a business: risks and rewards</a> (tutor2u.net) - summary of the risks and rewards</p>	R068 – TA5.1 Risks and challenges when launching a new product

Spring 1						
Summary of what you will cover from the curriculum planner:		<b>Ownership; capital; support</b> <b>Cost, revenue, profit and loss break-even, cash</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA5 Factors to consider when starting up and running an enterprise  5.1 Appropriate forms of ownership for business start-ups	<p>In this lesson you could:</p> <ul style="list-style-type: none"> <li>introduce students to three types of business ownership – sole trader, partnership (including limited liability partnership) and Private Limited Company</li> <li>explain the key points about the three types of business ownership. You could use different business examples to illustrate each type of ownership:               <ul style="list-style-type: none"> <li>ownership</li> <li>responsibility for decision making</li> <li>distribution of profit.</li> </ul> </li> </ul> <p>You could give the students three case studies (one of each type of business ownership). The case studies should identify various advantages and disadvantages of the form of ownership and ask students to work in pairs to identify the relative advantages and disadvantages of each form of ownership.</p> <p>You could introduce the terms limited and unlimited liability. Many students find the</p>	<b>Forms of business ownership</b>  <b>Limited liability</b>  <b>Unlimited liability</b>  <b>Sole trader</b>  <b>Partnership</b>  <b>Private Limited Company</b>	Identify appropriate forms of ownership for business start-ups  Explain the features of each form of ownership  Explain the implications of limited and unlimited liability to the owners of a business  Explain the relative advantages and disadvantages of each form of ownership	<a href="#">Business KS4/GCSE: What's it like being a sole trader?</a> (bbc.co.uk) - Radio One DJ Greg James meets two sole traders who work in the music business. The clip discusses the advantages and disadvantages of setting up a business on your own. It is taken from the series: Music, Mud and Making Money  <a href="#">Types of organisations – Private sector</a> – sole trader – BBC Bitesize (bbc.co.uk) - sole trader notes  <a href="#">Types of organisations – Private sector</a> –	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>terms challenging to understand, but a good way is to associate 'limited' with there being a limit, i.e. cap on the amount of finance that the owner is liable for.</p> <p>You could invite a local entrepreneur to speak to the class as a guest speaker to explain advantages and disadvantages of the form of ownership selected.</p>			<p>partnerships – BBC Bitesize - partnership notes</p> <p><a href="#">Types of organisations – Private sector</a> – limited companies – BBC Bitesize (bbc.co.uk) - private limited company notes</p>	
2	<p>TA5 Factors to consider when starting up and running an enterprise</p> <p>5.1 Appropriate forms of ownership for business start-ups</p>	<p>As a follow on, you could start this lesson by asking the students to recap their understanding of sole traders, partnerships and Private Limited Companies. Can they remember the difference between limited and unlimited liability?</p> <p>You could introduce franchise as another option. Although it is not a true form of ownership in the same way as the other forms it is a popular way to start-up. Use examples of well-known franchises to introduce the concept and use the terms franchisor and franchisee to outline the roles.</p> <p>You could ask the students to research popular franchise options and find out the application fee, support offered by the franchisor, royalty fee, etc. Encourage students to research different franchises</p>	<p><b>Forms of business ownership</b></p> <p><b>Limited liability</b></p> <p><b>Unlimited liability</b></p> <p><b>Sole trader</b></p> <p><b>Partnership</b></p> <p><b>Private Limited Company</b></p> <p><b>Franchise</b></p>	<p>Identify appropriate forms of ownership for business start-ups</p> <p>Explain the features of becoming a franchisee</p> <p>Explain the relative advantages and disadvantages of becoming a franchisee</p>	<p><a href="#">Starting a business: Franchises</a> (tutor2u.net) - the activity tests the students' understanding of franchises</p> <p><a href="#">Types of organisations – Private sector – franchises</a> – BBC Bitesize (bbc.co.uk) - franchise notes</p> <p><a href="#">Business KS4/GCSE: What is a franchise?</a> (bbc.co.uk) - Radio One DJ Greg James discovers how many Walls ice cream vans operate and the advantages and</p>	



Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>and then share the findings as a class discussion.</p> <p>For homework you could ask the students to investigate their local shopping centre/area and list at least 15 businesses – encourage them to find examples of different forms of ownership covered during the past two lessons. If students prefer, they could identify the business examples by carrying out an internet search.</p>			<p>disadvantages of being a franchisee. This clip is from the series: Music, Mud and Making Money</p> <p><a href="#">Types of organisations</a> – BBC Bitesize Business (bbc.co.uk) - a clip about types of business ownership – sole traders, partnerships and limited companies</p>	
3	<p>TA5 Factors to consider when starting up and running an enterprise</p> <p>5.2 Source(s) of capital for business start-ups and expansion</p>	<p>In this lesson, you could start by asking the students to think of reasons why an entrepreneur may need additional capital, e.g. to start-up, buy larger premises, purchase a new vehicle, etc.</p> <p>You could lead a class discussion to explore the sources of capital that the students are aware of. Write the sources on the board and add any not mentioned so that all of the six methods stated in the specification are listed.</p> <p>You could show an episode of Dragons' Den (BBC) where entrepreneurs offer investment in return for an equity stake. Episodes are available via You Tube and/or BBC iPlayer.</p>	<p><b>Sources of capital</b></p> <p><b>Business start-up</b></p> <p><b>Business expansion</b></p>	<p>Identify sources of capital for business start-ups and expansion</p> <p>Explain the reasons why a business may need additional capital</p>	<p><a href="#">Sources of finance</a> – BBC Bitesize Business</p> <p><a href="#">How does crowdfunding work?</a> (bbc.co.uk) - an introduction to crowdfunding</p> <p><a href="#">A guide to small business grants in the UK and how to apply</a> (simplybusiness.co.uk)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
4	TA5 Factors to consider when starting up and running an enterprise  5.2 Source(s) of capital for business start-ups and expansion	<p>To start this follow on lesson you could ask students to identify the different sources of capital and explain times when an entrepreneur may need to access additional capital.</p> <p>You could ask students to work in pairs. Give each pair a different source of capital and ask them to identify the relative advantages and disadvantages. Share the answers as part of a class discussion at the end of the activity.</p> <p>For homework give the students a number of business scenarios and ask them to recommend the most appropriate source of capital. Students should justify their answers.</p> <p>To recap sources of capital you could read a number of statements that relate to each source of capital. Ask the students to identify the correct source.</p>	<b>Sources of capital</b>	<p>Explain the relative advantages and disadvantages of each source of capital</p> <p>Recommend appropriate sources of capital for a business scenario</p>	<p><a href="#">Sources of finance</a> – BBC Bitesize (bbc.co.uk) - a clip about financing a business</p> <p><a href="#">Best Pitches: Levi Roots' Reggae pitch lures Peter Jones!</a> (youtube.com)</p> <p><a href="#">Sources of finance – Why business needs finance</a> – BBC Bitesize (bbc.co.uk)</p> <p><a href="#">Advantages and Disadvantages of crowdfunding</a> (nibusinessinfo.co.uk) - six disadvantages of crowdfunding</p>	
5	TA5 Factors to consider when starting up and running an enterprise  5.3 Support for enterprise	<p>In this final lesson on factors to consider when starting up and running an enterprise (TA5) you could:</p> <ul style="list-style-type: none"> <li>explain the different types of support available – eight types are listed in the specification. Try to use real-life examples to help explain the type of support available.</li> </ul>	<p><b>Support for enterprise</b></p> <p><b>Accountant</b></p> <p><b>Solicitor</b></p> <p><b>Chamber of Commerce</b></p>	<p>Identify sources of support for enterprise</p> <p>Explain the type of support that each source may offer</p> <p>Explain the relative advantages and</p>	<p><a href="#">11 tips on how to start a business</a> (Barclays.co.uk) - guidance from Barclays Bank regarding starting a business</p> <p><a href="#">Our programmes</a> (princes-trust.org.uk)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>You could prepare a list of different types of support available for an entrepreneur, e.g. preparation of tax return or advice regarding the dismissal of an employee. Ask the students to name the organisation that may best offer this type of support. At the end of the activity encourage the students to share their responses.</p> <p>You could invite a guest speaker in to speak to the students about the support that they can offer entrepreneurs, e.g. a local business banking manager or solicitor.</p> <p>You could ask the students to research each type of support to find out more, e.g. the websites of specific charities such as Princes Trust are very informative and can offer an insight into the support available.</p> <p>For homework ask the students to list the relative advantages and limitations of each source of support.</p>	<b>Government</b>  <b>Charities</b>	limitations of sources of support	- information about the support offered by the Prince's Trust	
6	TA3 What makes a product financially viable  3.1.1 Cost of producing the product	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>You could revisit fixed, variable and total costs. You could provide students with a list of different business costs and ask them to categorise them as fixed or variable.</p>	<b>Fixed costs</b>  <b>Variables costs</b>  <b>Total costs</b>	Revisit the costs of producing a product  Explain the difference between fixed and variable costs  Categorise different costs as fixed or variable		R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could use worksheets and quizzes to test student knowledge and understanding about business costs.				business proposal
7	TA3 What makes a product financially viable  3.2 Revenue generated by sales of the product	The final series of lessons covers revision of topics covered earlier in the course.  You could give students a set of questions to practice calculating the revenue generated. The questions should be mixed – some basic, some involving different time periods and some where the revenue formula has to be rearranged to find a component. Ask the students to peer assess each other's work and identify any errors.	<b>Revenue</b>	Calculate the revenue generated by a business		R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal
8	TA3 What makes a product financially viable  3.3 Profit/loss	The final series of lessons covers revision of topics covered earlier in the course.  You could give students a set of questions to practice calculating the profit/loss. The questions should be mixed – some basic, some involving different time periods and some where the profit/loss formula has to be rearranged to find a component.  As an extension ask the students to: <ul style="list-style-type: none"> <li>choose a business example of their choice</li> <li>recommend ways of increasing the profit/reducing the loss</li> </ul>	<b>Profit</b>  <b>Loss</b>	Calculate the profit or loss generated by a business  Explain ways to increase profitability		R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>analyse the impact of the action on the business and customers.</li> </ul>				
9	TA3 What makes a product financially viable  3.4 Use of break-even as an aid to decision making	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>You could recap students' knowledge and understanding of break-even by asking them to work on a series of questions – some require the use of the formula and others involve the break-even graph.</p> <p>You could give students a short case study and ask them to recommend how break-even information may be used by an entrepreneur.</p> <p>As an extension you could give the students a range of scenarios, e.g. increasing the selling price by 10% or reducing advertising by £100 per month. Ask the students to explain the impact on the break-even quantity as a result of the change.</p>	<b>Break-even</b>  <b>Break-even graph</b>	Revisit break-even  Calculate the break-even quantity for a range of business scenarios  Interpret the data presented on a break-even graph	<a href="http://beebusinessbee.co.uk">Break even analysis student activity</a> (beebusinessbee.co.uk)  <a href="http://bbc.co.uk">Breaking even</a> – BBC Bitesize (bbc.co.uk)  <a href="http://tutor2u.net">Breakeven Analysis</a> (tutor2u.net)	R068 – TA4.1 Calculate costs, revenue, break-even and profit relating to a business proposal
10	TA3 What makes a product financially viable  3.5 Importance of cash	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>Ask the students to carry out some research to find examples of businesses that have run out of cash, e.g. many retailers have run out of cash in recent years and struggled to pay rent. The impact has forced some retailers to go out of business.</p>	<b>Cash</b>	Revisit the importance of cash to a business	<a href="http://smeloans.co.uk">Cash Flow Statistics UK 2021 – Need to know business figures</a> (smeloans.co.uk)  - an article about the importance of cash to a business	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		As this is the final revision session for TA3 topics you could set a short TA3 test to evaluate students' knowledge and understanding.				

Spring 2						
Summary of what you will cover from the curriculum planner:		<b>Market research; data; market segmentation</b> <b>Marketing mix; advertising medium; promotion; PR; selling; product lifecycle; pricing strategies</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA2 Market research to target a specific customer  2.1.1 The purpose of market research	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>You could start the recap lesson by giving the students a list of primary research methods and secondary research sources. You could ask the students to categorise them.</p> <p>You could prepare a short case study and ask students to explain how market research may help the situation.</p> <p>Market research can be primary or secondary. You could ask the students to work in a small group to identify the relative advantages and disadvantages of primary versus secondary market research.</p>	<b>Market research</b>  <b>Primary market research</b>  <b>Secondary market research</b>	<p>Revisit the purpose of market research</p> <p>Categorise market research activities as primary or secondary</p> <p>Explain the relative advantages and disadvantages of primary versus secondary market research</p>	<a href="#">Market research and branding mistakes</a> – BBC Bitesize (bbc.co.uk) - this clip covers the role of market research and the need to carry it out accurately before important strategic decisions are made with reference to Coke's decision to change the taste of Coca-Cola following some market research.	R068 – TA1.1 Carry out market research to aid decisions relating to a business proposal
2	TA2 Market research to target a specific customer  2.1.2 Primary market research methods	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>This revision session should revisit the primary market research methods listed in the specification.</p>	<b>Primary market research methods</b>	<p>Revisit primary market research methods</p> <p>Identify primary market research methods</p>	<a href="#">Business - Primary market research</a> (tutor2u.net) - revision notes	R068 – TA1.1 Carry out market research to aid decisions relating to a business proposal

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		List the five primary market research methods and ask students to define each one. Ask them to write one advantage and one disadvantage for each one on a post-it note and stick on the whiteboard. Review the range of responses – are there any that have not been mentioned?		Explain the relative advantages and disadvantages of each primary market research method		
3	TA2 Market research to target a specific customer  2.1.3 Secondary market research sources	The final series of lessons covers revision of topics covered earlier in the course.  This revision session should revisit the secondary market research sources listed in the specification.  You could give students some case study examples of market research problems. Ask them to work in pairs to recommend the most appropriate secondary market research source. The students should explain the relative advantages and disadvantage of the chosen source.	<b>Secondary market research sources</b>	Revisit secondary market research sources  Identify secondary market research sources  Explain the relative advantages and disadvantages of each secondary market research source	<a href="#">Business – Secondary market research</a> (tutor2u.net) - revision notes  <a href="#">Intel website</a>	R068 – TA1.1 Carry out market research to aid decisions relating to a business proposal
4	TA2 Market research to target a specific customer  2.1.4 Types of data	The final series of lessons covers revision of topics covered earlier in the course.  You could use worksheets and quizzes to test student knowledge and understanding about types of data.  Review the benefits and limitations of each source of data by drawing on students' experiences of carrying out market research for R068.	<b>Quantitative data</b>  <b>Qualitative data</b>	Revisit types of data  Explain the benefits and limitations of each source of data		R068 – TA1.1 Carry out market research to aid decisions relating to a business proposal



Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
5	TA2 Market research to target a specific customer  2.2.1 Types of market segmentation  2.2.2 The benefits of market segmentation to a business	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>You could revisit the types of market segmentation. Students could be asked to investigate a day-to-day product (e.g. bread, chocolate bars, canned drinks). They could be asked to find images of a range of products within the category and then identify the characteristics of the consumers (i.e. a customer profile) that would use these products. Alternatively, you could provide the images so that students identify the different types of products targeted at different groups of people. For example, if investigating chocolate bars, students could be shown images of a chocolate bar aimed at a young child or an adult, a vegan chocolate bar, chocolate aimed at a season, e.g. Christmas selection pack or Halloween shapes and a Fair Trade chocolate bar.</p> <p>As this is the final revision session for TA2 topics you could set a short TA2 test to evaluate students' knowledge and understanding.</p>	<b>Market segmentation</b>	<p>Revisit market segmentation</p> <p>Explain the importance of market segmentation and how different businesses segment the market for a product</p>	<p><a href="#">Example of market segmentation for breakfast foods</a> (segmentationstudyguide.com) - article about segmenting the breakfast cereal market</p> <p><a href="#">Market segmentation study guide</a> (segmentationstudyguide.com)</p>	R068 – TA2.1 Identify potential customers and build a customer profile based on market research findings
6	TA4 Creating a marketing mix to support a product	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>You could recap this topic by providing the students with various marketing activities that an entrepreneur needs to carry out,</p>	<b>Marketing mix</b>  <b>Product</b>  <b>Price</b>	<p>Revisit the marketing mix elements</p> <p>Identify the marketing mix elements for a good/service</p>		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	<p>4.1.1 The marketing mix elements for a good/service</p> <p>4.1.2 How the elements of the marketing mix work well together</p>	<p>e.g. offer a BOGOF offer or start selling a product online. Ask the students to categorise the marketing mix element that the activity would come under.</p> <p>You could provide students with a case study example to outline the marketing mix for a specific product. Ask the students to analyse the importance of each element and recommend which element is most important in their opinion. They should justify their answers.</p>	<p><b>Place</b></p> <p><b>Promotion</b></p>	<p>Explain how the elements of the marketing mix work together</p>		
7	<p>TA4 Creating a marketing mix to support a product</p> <p>4.2 Types of advertising medium used to attract and retain customers and the appropriateness of each</p>	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>You could recap this topic by asking students to categorise a list of advertising mediums as either digital or non-digital.</p> <p>You could ask the students to work in small groups. Give each group a different type of product with a short case study about a challenge that they are now facing. Ask the students to recommend advertising mediums that the business should use and outline the relative advantages and disadvantages of the approach recommended. The students could produce their work on a series of presentation slides and ask them to show their work to the rest of the class.</p>	<p><b>Advertising mediums</b></p> <p><b>Non-digital advertising medium</b></p> <p><b>Digital advertising medium</b></p>	<p>Revisit types of advertising medium</p> <p>Recommend advertising medium for a business context</p> <p>Explain the relative advantages and disadvantages of each medium</p>	<p><a href="#">Anger on social media over Sainsbury's £3 'On the Go' meal deal changes</a> (bbc.co.uk) - article highlighting the importance of getting promotions right and how social media can have a negative effect</p>	<p>R069 – TA2.1 How to create a promotional campaign for a product / brand</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
8	TA4 Creating a marketing mix to support a product  4.3 Sales promotion techniques used to attract and retain customers and the appropriateness of each  4.4 Public relations	The final series of lessons covers revision of topics covered earlier in the course.  You could use worksheets and quizzes to test student knowledge and understanding about sales promotion techniques and public relations.	<b>Sales promotion techniques</b>  <b>Public relations</b>	Revisit sales promotion techniques and public relations methods.  Identify a range of sales promotion techniques and public relations methods.  Explain the relative advantages and disadvantages of the different techniques and methods.	<a href="#">26 ideas to get your next sales promotion noticed</a> (keep.com) - examples of promotion methods used in business  <a href="#">Supermarket fake offers in pictures</a> (telegraph.co.uk) - examples of sales promotion methods which have not always worked (note you need to sign up to a free trial)	R069 – TA2.1 How to create a promotional campaign for a product / brand
9	TA4 Creating a marketing mix to support a product  4.5 How to sell the good/service to the consumer  4.6.1 The product lifecycle  4.6.2 Extension strategies for products in the product lifecycle and	The final series of lessons covers revision of topics covered earlier in the course.  Heinz Baked Beans is an effective case study to share with students as the company has repeatedly endeavoured to extend the lifecycle of baked beans since its UK launch in 1886 – through re-designing the packaging, adding value (e.g. Heinz Fridge Pack) and advertising campaigns. You could show images to indicate the actions Heinz have taken to try to extend the product lifecycle. A resource that could help here is in the article lined.	<b>Physical channels</b>  <b>Digital channels</b>  <b>The product lifecycle</b>  <b>Extension strategies</b>	Revisit how goods/services are sold to the consumer, product lifecycle and extension strategies.	<a href="#">Beanz through the ages: How Heinz adverts have adapted over the last 60 years to try to capture the changing mood of the nation</a> (dailymail.co.uk)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	the appropriateness of each	Ask the students to identify the advantages and limitations of the actions that Heinz have taken over the years.				
10	<p>TA4 Creating a marketing mix to support a product</p> <p>4.7.1 Factors to consider when pricing a product to attract and retain customers</p> <p>4.7.2 Types of pricing strategies and the appropriateness of each</p>	<p>The final series of lessons covers revision of topics covered earlier in the course.</p> <p>As this is the final revision session for TA4 topics you could set a short TA4 test to evaluate students' knowledge and understanding.</p>	<b>Pricing strategies</b>	<p>Explain the different factors to consider when pricing a product.</p> <p>Identify the different pricing strategies that can be used for a product.</p> <p>Explain the relative advantages and disadvantages for each pricing strategy.</p>	<p><a href="#">Teaching activity Design a business proposal on pricing strategies</a> (Teach Cambridge)</p>	R068 – TA4.2 Apply an appropriate pricing strategy

Summer 1						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>Exam revision</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	Revision TA1	This revision session could cover the characteristics of successful entrepreneurs, risks, and rewards of setting up a small business.	<b>Exam revision</b>	Revise TA1 content		
2	Revision TA2	This revision session could cover the purpose of market research, primary/secondary market research, types of data and market segmentation.	<b>Exam revision</b>	Revise TA2 content		
3	Revision TA3	This revision session could cover what makes a product financially viable.	<b>Exam revision</b>	Revise TA3 content		
4	Revision TA4	This revision session could cover the elements of the marketing mix to support a product.	<b>Exam revision</b>	Revise TA4 content		
5	Revision TA5	This revision session could cover the forms of business ownership, sources of capital and support available to help entrepreneurs.	<b>Exam revision</b>	Revise TA5 content		

Summer 2						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>Exam revision</b> <b>R067 examination (final opportunity)</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	Exam revision	<p>You could reserve the final series of lessons for examination revision using practice questions:</p> <ul style="list-style-type: none"> <li>• give students different types and styles of questions to practice answering, including multiple-choice, short and long answer questions</li> <li>• show students how the analyse and decompose the requirements of the question, including how command verbs are used</li> <li>• show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper</li> <li>• ask students to attempt questions, peer mark others' answers and discuss.</li> </ul>	<b>Exam revision</b>	<p>Analyse and practice exam style questions. Be able to provide responses to a selection of different types of exam question.</p> <p>Use teacher and peer review to inform further revision.</p>	<p><a href="https://ocr.org.uk">OCR SAM for R067</a> (ocr.org.uk)</p> <p>- a look at the features of the sample exam paper</p>	
2	Exam revision	Examination revision questions continue	<b>Exam revision</b>	Analyse and practice exam style questions. Be able to provide responses to a selection of		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
				different types of exam question.  Use teacher and peer review to inform further revision.		
3	Exam revision	Examination revision questions continue	<b>Exam revision</b>	Analyse and practice exam style questions. Be able to provide responses to a selection of different types of exam question.  Use teacher and peer review to inform further revision.		
4	Exam revision	Examination revision questions continue	<b>Exam revision</b>	Analyse and practice exam style questions. Be able to provide responses to a selection of different types of exam question.  Use teacher and peer review to inform further revision.		
5	Exam revision	Examination revision questions continue	<b>Exam revision</b>	Analyse and practice exam style questions. Be able to provide responses to a selection of different types of exam question.  Use teacher and peer review to inform further revision.		

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