

Enterprise and Marketing

Scheme of work – R069 Market and pitch a business proposal

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?
R067	Enterprise and marketing concepts	48	External assessment	Mandatory
R068	Design a business proposal	36	Non-examined assessment	Mandatory
R069	Market and pitch a business proposal	36	Non-examined assessment	Mandatory

Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 36 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.

Summary of software/other equipment in this scheme of work

- Students will need access to IT and the internet to carry out some activities in this scheme of work.

First year of teaching

Topics include:

- Develop a brand identity
- Create a promotional campaign
- Complete a practice pitch
- Deliver a professional pitch

Summer 1						
Summary of what you will cover from the curriculum planner :		Branding; opportunities and threats				
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 Develop a brand identity to target a specific customer profile 1.1 What is a brand?	<u>Brand personality</u> Look at the key words and explain the meaning behind each. Link the words that students have come up with for their brands to the idea of brands having a personality. Choose two brands from the same industry/product category. Examples could include Coca Cola and a supermarket own brand or Nike jogging bottoms and Primark. Who are their customers?	Durable Luxurious Sporty Value for money Exciting	At the end of the lesson students will be able to explain how customers perceive a brand	Memorable or forgettable? What your brand personality says about you (fabrikbrands.com)	

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?
		Compare the personalities of the two products. What are the differences? Why do we see them as so different? Is one perception better than the other? Why? Why do you think this personality is suitable for their identified customer profile?				
2	TA1 Develop a brand identity to target a specific customer profile 1.1 What is a brand?	<p><u>Brand identity</u></p> <p>How do brands stand out? E.g., Stanley Tools has a specific yellow colour that no one else can use. Cadbury has its own shade of purple.</p> <p>Students to use one of the brands they looked at in Lesson 1 and explore the website and a piece of promotional material for that brand.</p> <p>Students should identify the visual elements of the website and promotional material, focussing on:</p> <ul style="list-style-type: none"> the colours used fonts used how the logo is used on both materials how the two pieces are linked to produce a corporate identity for the business how the identity links in with the brand personality how the identity is suitable for their identified customer profile. 	<p>Visual look</p> <p>Colours used</p> <p>Typeface</p> <p>Logo placement</p>	At the end of the lesson students will be able to explain the importance of brand identity and how it is created	Students will need access to IT and the internet to carry out this task	
3	TA1 Develop a brand identity to	<u>Brand image</u>	Logo design	By the end of the lesson students		Logo could link to R067 4.1

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	target a specific customer profile 1.1 What is a brand?	Discuss the importance of brand perception and the importance of creating the correct brand image which matches the needs of the target audience. Students are to investigate the rebranding of Skoda. How were Skoda cars perceived in the 1980s? How did Skoda manage to reinvent their image? How did this reinvention make them a successful brand?	Customer perception Brand association	will be able to explain the combination of views held by customers as to what the brand stands for	Not as awful as we like to believe part 1: The Skoda Estelle (greatdrivingdays.co.uk)	marketing mix – specifically promotion
4	TA1 Develop a brand identity to target a specific customer profile 1.2 Why branding is used.	This is lesson 1 of 2 on why branding is used. Class discussion. Why do businesses spend so much money on branding? You should explain the first three reasons why businesses use branding (trust, recognition, and differentiation). Make sure students understand these words and link them into the value of a brand name to an organisation. Extended writing activity part 1. Choose a well know brand where information can be easily accessed. Students are to define each of the first three key words and link them to how a brand used them i.e., how does Amazon invoke trust in its customers, and explain how the brand strategy links meets the needs of its customers?	Trust Recognition Image	By the end of the lesson students will be able to explain why branding is used	What are the most valuable global brands in 2021? (kantar.com) Students will need access to the internet and IT to complete this task	Links to R067 4.1 marketing mix

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		This is designed as an extended writing task therefore students should produce a detailed explanation of each point.				
5	TA1 Develop a brand identity to target a specific customer profile 1.2 Why branding is used?	<p>This is lesson 2 of 2 on why branding is used.</p> <p>Class discussion. Ask different students to read out what they discovered yesterday. You should make sure that students are aware of the meaning of the final three reasons why branding is used (adding value, differentiating the product, creating customer loyalty).</p> <p>Extended writing activity part 2. Carry on with the activity from Lesson 4. Students should complete their investigation of a brand, linking the final three reasons why a business uses branding.</p>	Differentiation Added value Loyalty	By the end of the lesson students will be able to explain why branding is used	What are the most valuable global brands in 2021? (kantar.com) Students will need access to the internet and IT to complete this task	Links to R067 4.1 marketing mix - product, as this will include differentiation, and 4.8 adding value
6	TA1 Develop a brand identity to target a specific customer profile 1.3 Branding Methods	<p>This is lesson 1 of 3 on branding methods.</p> <p>What makes a brand memorable? How do logos link into brand name, personality, and identity? E.g. Nike swoosh, Amazon a-z (see link 1 for the meaning of a logo).</p> <p>Students should choose a brand and investigate its logo / jingle / strapline. How do these relate to the brand personality? How are they relevant to the target audience? What is it that makes these work together?</p>	Brand name Logo Jingle Strapline	By the end of this lesson students will be able to explain how businesses use logos and straplines as part of their brand identity	The meaning of logos: What does the Nike logo mean? (culturecreature.com) Hidden meaning of 11 world's most famous logos (economictimes.indiatimes.com)	Links to R067 2.5 market segmentation 4.1 marketing mix – promotion R068 2.1 market segmentation /customer profile

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7	TA1 Develop a brand identity to target a specific customer profile 1.3 Branding Methods	<p>This is lesson 2 of 3 on branding methods.</p> <p>Recap previous learning looking at branding methods and why they are important. Look at the final two methods of branding, characters, and celebrity endorsement. Why are these so successful? Watch the Tony the Tiger advert. Link to prior learning with the slogan 'they're great/put a tiger in your tank'.</p> <p>Students to discuss the appropriateness of Tony the Tiger and produce a report explaining why he is so successful? How does it link into the brand personality of Kellogg's? How does it link to the strapline/jingle? How does it link with the needs of the target audience?</p>	Characters	By the end of the lesson students will be able to explain how businesses use characters as part of their brand identity	Advert Tony the Tiger - YouTube	Link to R067 2.5 market segmentation 4.1 marketing mix R068 2.1 market segmentation / customer profile
8	TA1 Develop a brand identity to target a specific customer profile 1.3 Branding Methods	<p>This is lesson 3 of 3 on branding methods</p> <p>Group discussion. Why do businesses use celebrities?</p> <p>As a class, read through the article on the effectiveness of celebrity endorsements (use this as a comprehension task if desired) and either answer questions or make notes on why businesses use celebrities. Question students on the importance of choosing the right celebrity to link in with the brand personality and target audience. Use</p>	Celebrity endorsement	By the end of the lesson students will be able to explain how businesses use celebrity endorsement as part of their brand identity	<p>The effect of celebrities in advertisements (smallbusiness.chron.com)</p> <p>Celebs that have lost brand endorsements (bbc.co.uk)</p>	Link to R067 4.1 marketing mix and 4.5 Public relations

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		<p>examples such as Bear Grylls and Craghoppers.</p> <p>Also look at the BBC article showing celebrities who lost their brand endorsement. What issues could this cause for the business?</p> <p>Bring together all learning for the last three lessons and look at how all the different methods of branding link together to form a cohesive identity.</p>				
9	<p>TA1 Develop a brand identity to target a specific customer profile</p> <p>1.4 Produce a competitor analysis</p> <p>1.4.1 Produce a competitor analysis</p>	<p>Using the concept of added value, explain the terms USP and differentiation.</p> <p>Split the class into two groups. Half will carry out competitor analysis on well-known business which targets low to mid income consumers such as Cadbury. The other half will research a business in the same field who produce a more premium brand such as Lindt or Green & Blacks. For each business students will identify the strengths, weaknesses, USP and what makes the brand different/stand out from its competitors.</p> <p>Bring the group together at the end to compare findings.</p>	<p>Strengths</p> <p>Weaknesses</p> <p>USP</p> <p>Differentiation</p>	By the end of this lesson students will understand how to carry out a competitor analysis	IT and internet would be useful to carry out research. However, if two well-known brands are used, students could work together in teams to carry this out based on existing knowledge of the products / organisations	
10	TA1 Develop a brand identity to	Group discussion to ask students to identify what types of external pressures can	Economic	By the end of the lesson students		

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	target a specific customer profile 1.4 Produce a competitor analysis 1.4.2 Identify opportunities and threats in the external environment	influence actions taken by a business. Group these into the four categories of economic, social, technological, and environmental. Group students into fours giving each group a different brand to investigate, ideally one which hasn't yet been looked at in this unit. One member of each group takes one of the four external influences and investigate their effect on decisions taken by the brand. Each group is to put their findings on a presentation piece of software ready to share with the rest of the class next lesson.	Social Technological Ethical Environmental	will understand how to carry out analysis on the effects of the external environment on a brand		
11	TA1 Develop a brand identity to target a specific customer profile 1.4.2 Identify opportunities and threats in the external environment	You are to prepare the group for making their presentation to the rest of the class and explain that this is an informal presentation to get students used to sharing information in front of others. Each group of students to share their findings as to how external factors have impacted the branding decisions made by the business. Make notes on how well each member of your team did in this – they can be used in Lesson 19 if you like.		By the end of this lesson students will be able to stand in front of an audience to give a small presentation		Link to R067 1.1 entrepreneurial characteristics – specifically communication / confidence

Summer 2						
Summary of what you will cover from the curriculum planner:		Market research; Sampling methods; Using research tools; Review market research				
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?
12	TA2 Create a promotional campaign for a brand and product 2.1 How to create a promotional campaign for a product/brand 2.1.1 Explain the objectives of a promotional campaign	What do businesses use promotion for? Ask students how the success of a good promotional campaign can be measured. Use the keywords to determine the success of the campaign. Watch Dove's real women advert and look at the campaign. Read the Live Oak Communications article. Investigate the success of the campaign. Look at how many new sales the campaign generated (The Guardian article). Ask students to write a newspaper report explaining how the campaign raised awareness of the brand. The four key words are to be the main focus of at least one paragraph each.	Awareness Differentiation Market presence Market share	By the end of this lesson students will be able to explain the purpose of a promotional campaign	21 Successful Marketing Campaign Examples That'll Inspire You (smartblogger.com) Real Beauty Dove Campaigns (www.dove.com) Why Dove's Real Beauty Campaign Was So Successful (liveoakcommunications.com) 'Real women' ads do wonders for Dove figures (theguardian.com)	Links to R067 4.3 types of advertising
13	TA2 Create a promotional campaign for a brand and product 2.1 How to create a	Discuss why it is important to set a time frame for a marketing campaign. How can it be measured? Explain how to create and use a simple Gantt chart. Students to use appropriate software to create a simple Gantt chart for getting up and getting to school in the morning.	Timeframe Review KPI	By the end of this lesson students will be able to create and read a simple Gantt chart and link this to KPI of a marketing campaign	Gantt chart software (smartsheet.com)	

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?
	promotional campaign for a product/brand 2.1.2 Create a plan for a promotional campaign	Students are to think about what they need to measure in order to be successful.	Gantt chart			
14	TA2 Create a promotional campaign for a brand and product 2.1 How to create a promotional campaign for a product/brand 2.1.3 How to create appropriate promotional materials	Objectives of promotion. Use the John Lewis Christmas adverts as stimulus. Within this, identify the customer profile of John Lewis. Produce a presentation explaining the objectives for the John Lewis Christmas campaign. Students can either think about this as an ongoing campaign rather than a one off, or choose one specific campaign and explain how it identifies with the customer profile. How does this meet the objectives and fit in with the brand personality of John Lewis?	Customer profile Brand personality	By the end of this lesson students will be able to explain promotional objectives and link them to a specific marketing campaign	All the John Lewis Christmas adverts ranked from worst to best (smoothradio.com)	Links to R067 4.3 types of advertising

Autumn 1						
Summary of what you will cover from the curriculum planner:		Market research; Sampling methods; Using research tools; Review market research				
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?
15	TA3 Plan and pitch a proposal 3.1 Considerations when planning a professional pitch	Group activity. Mind map what you think you need to consider when planning a pitch. E.g. What are your objectives? How are you going to explain these in your pitch (inform)? How are you going to persuade customers to purchase your product? Read the article How to Prepare a Winning Business Pitch and create a factsheet of points to remember when pitching. Link these into the keywords of inform, persuade and accessibility.	Inform Persuade Accessibility	By the end of the lesson students will be able to explain factors to consider when planning a business pitch	How to Prepare a Winning Business Pitch (proofreadmyessay.co.uk)	
16	TA3 Plan and pitch a proposal 3.2 Use and development of personal and presentation skills	Discuss what makes a good pitch? Link discussion to verbal and non-verbal skills. Watch the gener8 Dragons' Den pitch. Students are to watch the pitch and pick out the positive points to the pitch. What does the entrepreneur do well? Create a document showing the skills needed for a successful pitch.	Verbal skills Non-verbal skills	By the end of this lesson students will be able to explain the verbal and non-verbal skills needed when carrying out a professional pitch	Successful Dragons' Den pitch: Monetising personal digital data sparks interest in the Den (YouTube)	Links to R067 1.1 entrepreneurial skills, specifically communication
17	TA3 Plan and pitch a proposal	Refer back to the Dragons' Den pitch from Lesson 16. Why was it so good? Link discussion to practice.	Professional	By the end of this lesson students will understand		Links to R067 1.1 entrepreneurial

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?
	3.3 Benefits of using a practice pitch 3.4 Deliver a professional pitch	Refer back to the presentation students did on external factors and the notes they made. Ask students to give the pitch again to their group. What were the strengths and weaknesses? Did they find it easier this time (notwithstanding the fact that they were doing it to fewer people)? How could the constructive criticism of the group help improve the pitch in future? What else could it be used for? E.g. making a list of possible questions the audience may ask at the end.		the benefits of carrying out a practice pitch		skills, specifically communication
18	TA4 Review a brand proposal, promotional campaign, and professional pitch 4.1 Review a brand using a range of sources	Link back to all learning on what makes a successful brand. Discuss how brand success can be measured. As a group, look at the criteria needed to be successful. Students to choose a brand they have investigated in this unit. Produce a report explaining why they think the brand is so successful. How do all the branding methods link together to produce a successful brand? How do these link with the needs of the target audience? How do they link with the brand personality?	Success Cohesiveness of brand activity	By the end of this lesson students will be able to identify factors which make a brand successful	The World's Most Valuable Brands (forbes.com) Coca Cola marketing (fabrikbrands.com) Building a Successful Brand: What does it Mean in 2020? (brandingmag.com)	Link to R067 4.2 how the marketing mix works together R068 3.3 and 4.3 will use the same skills of review as needed in this lesson
19	TA4 Review a brand proposal, promotional campaign, and professional pitch	Group discussion/recap on what makes a good pitch and what it can be measured against. Watch the clips on the worst Dragons' Den pitches and watch again the gener8 pitch.		By the end of the lesson students will be able to review a pitch based on its objectives	Fights break out over the 'alienation of women' in construction – Dragon's Den (YouTube)	R068 3.3 and 4.3 will use the same skills of review as needed in this lesson

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>4.2 Review a professional pitch to an external audience.</p> <p>4.2.1 Compare the outcomes of the pitch with the initial objectives</p>	<p>Discuss what the objective of the pitches were.</p> <p>Ask students to review one of the pitches based on the criteria they have created for measuring a successful pitch. Did they achieve their desired outcome? Why? How? Based on this, ask students to create a checklist of how to review their own pitch.</p>				
20	<p>TA4 Review a brand proposal, promotional campaign, and professional pitch</p> <p>4.2 Review a professional pitch to an external audience</p> <p>4.2.2 Review of personal presentation skills</p>	<p>Explain what a skills audit is. What skills do you think are needed?</p> <p>Create a skills audit that they can review their presentation skills against.</p>	Skills audit	By the end of the lesson students will be able to explain how to review presentation skills		R068 3.3 and 4.3 will use the same skills of review as needed in this lesson

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?
21 - 35	Completion of R069 Market and pitch a business proposal OCR-set assignment in lesson time for 12-15 hours	These lessons are put aside to complete controlled assessment as outlined in the set task booklet.		Students will complete set tasks to show their understanding of how to market and pitch a business proposal		

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