

Summary

Marketing

Start date Subject Year Duration Year 12, Year 13 **Business Management** Week 3, February 6 weeks

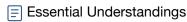
Course Part

Description

In this unit the students will learn about the 4/7Ps of marketing, the marketing research, marketing forecast and ecommerce



Inquiry & Purpose



Marketing and its relationship with other business functions (AO1)

Characteristics of the market in which an organizations operates (AO1)

The difference between marketing of goods and marketing of services (AO2)

Market orientation against product orientation (AO2)

The difference between commercial marketing and social marketing (AO2)

The importance of market share and market leadership (AO3)

Marketing objectives of for-profit and not-for-profit organizations (AO3)

How marketing strategies evolve in response to chances in consumer preferences (AO3)

How innovation, ethical considerations and cultural differences may influence marketing practices and strategies (AO3)

Market share (AO4)

The elements of a marketing plan (AO1)

The role of marketing planning (AO2)

The four Ps of the marketing mix (AO2)

An appropriate marketing mix for a particular product or business (AO2)

The difference between niche market and mass market (AO2)

How organizations target and segment their market and create consumer profiles (AO2)

A product position map (AO2)

The importance of having a unique selling point (USP) (AO2)

The effectiveness of a marketing mix in achieving marketing objectives (AO3)

How organizations can differentiate themselves and their products from competitors (AO3)

An appropriate marketing mix for a particular product or business (AO4)



Possible target markets and market segments (AO4)

A product position map (AO4)

Calculation and completion of moving averages using given data as an important technique of sales forecasting (AO4)

Benefits and limitations of sales forecasting (AO3)

The reasons why organizations carry out market research (AO2)

Methods and techniques of primary market research (AO2)

Methods of secondary market research (AO2)

The differences between qualitative and quantitative market research (AO2)

Different methods of sampling (AO2)

The results from data collection (AO2)

The ethical considerations of market research (AO3)

Product: The relationship between the product life cycle and the marketing mix (AO2)

Product: The relationship between the product life cycle, investment, profit and cash flow (AO2)

Product: Aspects of branding: awareness, development, loyalty and value (AO2)

Promotion: Aspects of promotion: above and below the line; promotional mix (AO2)

Place: The importance of place in the marketing mix (AO2)

Product: Extension strategies to the product life cycle (AO3)

Product: Boston Consulting Group matrix (BCG matrix) (AO3)

Product: The importance of branding (AO3)

Product: The importance of packaging (AO3)

Price: The appropriateness of pricing strategies: cost-plus (mark-up); penetration; skimming; psychological, loss leader; price

discrimination; price leadership; predatory (AO3)

Promotion: The impact of changing technology on promotional strategies (AO3)

Promotion: Guerrilla marketing and its effectiveness (AO3)

Place: The effectiveness of different types of distribution channels (AO3)

Product: Product life cycle (AO4)

Product: Boston Consulting Group matrix (AO4)

The seven Ps model in a service-based market (AO2)

The importance of people and employee-customer relationships in marketing (AO3)

The importance of delivery processes in marketing (AO3)

The importance of tangible physical evidence in marketing (AO3)

Methods of entry into international markets (AO2)

Opportunities and threats posed by entry into international markets (AO3)

Strategic and operations implications of international marketing (AO3)

Role of cultural differences in international marketing (AO3)

Implications of globalization on international marketing (AO3)

The features of e-commerce (AO1)

The effects of changing technology and e-commerce on the marketing mix (AO2)

The difference between different types of e-commerce: B2B, B2C; C2C (A)02)

The costs and benefits of e-commerce to firms and consumers (AO3)

(?) Inquiry Questions

Туре	Inquiry Questions
Concept-based	To what extent culture influences marketing?
Skills-based	How to calculate a Sales Forecast

Туре	Inquiry Questions
Debatable	To what extent is it ethical to export a business model or a wya of life globally?
Skills-based	how to formulate a questionnaire?
Content-based	What is the relation between full control of the marketing mix and the choice of distribution channels

Transfer goals

The goals of these unit is is to teach students about the foundamental principles of marketing and the ethical issues involved when a company decides to market globally a product and or a service.

Missed concepts/misunderstandings

The common understanding of Marketing is reduced to the concept of promotion; here we start connecting what we have learnt in Unit 1 and Unit 3, and see how really the business's functions are inter-related.

Curriculum

Aims

Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty

Empower students to think critically and strategically about individual and organizational behaviour

Promote the importance of exploring business issues from different cultural perspectives

Enable the student to appreciate the nature and significance of change in a local, regional and global context

Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

Develop an understanding of the importance of innovation in a business environment



Objectives

Demonstrate knowledge and understanding of

the business management tools, techniques and theories specified in the syllabus content

the six concepts that underpin the subject

real-world business problems, issues and decisions

the HL extension topics (HL only)

Demonstrate application and analysis of

knowledge and skills to a variety of real-world and fictional business situations

business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts

the HL extension topics (HL only)

Demonstrate synthesis and evaluation of

business strategies and practices, showing evidence of critical thinking

business decisions, formulating recommendations

the HL extension topics (HL only)

Demonstrate a variety of appropriate skills to

produce well-structured written material using business terminology

select and use quantitative and qualitative business tools, techniques and methods

select and use business material, from a range of primary and secondary sources

Syllabus Content

Unit 4: Marketing

4.1 The role of marketing

Marketing and its relationship with other business functions

The differences between marketing of goods and marketing of services

Market orientation versus product orientation

The difference between commercial marketing and social marketing

Characteristics of the market in which an organization operates

Market share

The importance of market share and market leadership

The marketing objectives of for-profit organizations and non-profit organizations

How marketing strategies evolve as a response to changes in customer preferences

How innovation, ethical considerations and cultural differences may influence marketing practices and strategies in an

organization

4.2 Marketing planning (including introduction to the four Ps)

The elements of a marketing plan

The role of marketing planning

The four Ps of the marketing mix

An appropriate marketing mix for a particular product or business

The effectiveness of a marketing mix in achieving marketing objectives

The difference between target markets and market segments

Possible target markets and market segments in a given situation

The difference between niche market and mass market

How organizations target and segment their market and create consumer profiles

A product position map/perception map

The importance of having a unique selling point/proposition (USP)

How organizations can differentiate themselves and their products from competitors

4.3 Sales forecasting (HL only)

Up to four-part moving average, sales trends and forecast (including seasonal, cyclical and random variation) using given data

The benefits and limitations of sales forecasting

4.4 Market research

Why and how organizations carry out market research

The following methods/techniques of primary market research: surveys, interviews, focus groups, observations

The following methods/techniques of secondary market research: market analyses, academic journals, government publications, media articles

Ethical considerations of market research

The difference between qualitative and quantitative research

The following methods of sampling: quota, random, stratified, cluster, snowballing, convenience

Results from data collection

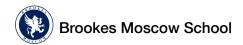
4.5 The four Ps (product, price, promotion, place)

Product

The product life cycle

The relationship between the product life cycle and the marketing mix

Extension strategies



The relationship between the product life cycle, investment, profit and cash flow

Boston Consulting Group (BCG) matrix on an organization's products

The following aspects of branding: awareness, development, loyalty, value

The importance of branding

The importance of packaging

Price

The appropriateness of the following pricing strategies: cost-plus (mark-up), penetration, skimming, psychological, loss leader, price discrimination, price leadership, predatory

Promotion

The following aspects of promotion: above the line promotion, below the line promotion, promotional mix

The impact of changing technology on promotional strategies (such as viral marketing, social media marketing and social networking)

Guerrilla marketing and its effectiveness as a promotional method

Place

The importance of place in the marketing mix

The effectiveness of different types of distribution channels

4.6 The extended marketing mix of seven Ps (HL only)

People

The importance of employee-customer relationships in marketing a service and cultural variation in these relationships

Processes

The importance of delivery processes in marketing mix a service and changes in these processes

Physical evidence

The importance of tangible physical evidence in marketing a service

The seven Ps model in a service-based market

4.7 International marketing (HL only)

Methods of entry into international markets

The opportunities and threats posed by entry into international markets

The strategic and operational implications of international marketing

The role of cultural differences in international marketing

The implications of globalization on international marketing

4.8 E-commerce

Features of e-commerce

The effects of changing technology and e-commerce on the marketing mix

The difference between the following types of e-commerce: business to business (B2B), business to consumer (B2C), consumer to consumer (C2C)

The costs and benefits of e-commerce to firms and consumers

Content

Student will know about the 4Ps of marketing and the extended 7Ps marketing mix; they will know the difference between primary and secondary sources; they will explore the issues of marketing locally and marketing globally

Skills

Beside some business management tools and marketing concepts, the students will learn the difference between primary and secondary sources; the sampling methods to use for their primary sources; how to build a questionnaire; how to analyze the data collected; what are the ethical implications of using a primary source.

① Concepts

Culture (how marketing should be adapted to fit different cultures?)

Change (what changes, both in marketing strategies and in cultures, brings globalization?)

Globalization (to what extent globalization is beneficial?)

Strategy (marketing strategy, price strategy)

Ethics (is it ethical to impose a way-of life through globalization?)

How innovation supports marketing?

Connections

International Mindedness

We will explore the challenges of globalization in marketing, promotion and strategy. Students will be forced to think about

the differences between cultures; differences that goes beyond the language and that involves tolerance, understanding and acknowledgment

Academic Integrity

Talking about primary and secondary sources, academic integrity is closely related topic

Information Communication Technology

We will use IT tools for Sales Forecast and to show how to use mathematical, statistical, and chart functions of Excel;



Canguage and learning

Scaffolding for new learning Acquisition of new learning through practice **Demonstrating proficiency**

New terms are taught, old ones are reprised and revised (live corporate strategy, divisional strategy, marketing strategy, mission, vision, objectives). Students must shown that these terms and concepts were fully assimilated



TOK Connections

Areas of knowledge

Key concepts

To what extent promotion is informative and supportive of the knowledge of product? (E-cigarettes: is it good to know that they are a way out of smoking or do they promote a safe way of smoking?)



Metacognition

Reflection on content Reflection on skills Reflection on concepts

Students are required to reflect about the ethical implications of global marketing, about the different culture and the different ways of life.



ATL Skills



Approaches to Learning

Description

With this unit, students acquire all the necessary information that they need to start working on their Internal Assessment;

Students are required to start looking for a company and a research question; the research questions will be communicated and discussed during the lessons.



Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion give students time to think through their answers before asking them for a response reward a new personal understanding, solution or approach to an issue ask open questions

set students a task which required higher-order thinking skills (such as analysis or evaluation)

build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine) require students to take an unfamiliar viewpoint into account when formulating arguments ask questions that required the use of knowledge from a different subject from the one you are teaching include a reflection activity

make a link to TOK



Social

- In this unit, we will

allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity have students peer assess their group performance or process

support students in resolving a conflict in a team

give students feedback on how they worked as a group

have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance encourage students to consider alternative points of view or to take the perspective of others provide opportunities for students to make decisions





Self-management

- In this unit, we will

set deadlines for students to meet

require students to revise and improve on work previously submitted

ask students to set their own learning goals

ask students to break down a larger task into specific steps

ask students to look for personal relevance in the subject matter

practise or discuss strategies to increase concentration

give students feedback on their approach to a task

model positive skills and behaviours such as being well organized and punctual

help students to learn from failures or mistakes

create an atmosphere where students do not think they have to get everything right first time

discuss planning and approaches to revision



Research

- In this unit, we will

require students to formulate/construct a focused research question (either in class or in a homework assignment)

reward or encourage correct citing and referencing

require students to practise effective online search skills (for example, use of Booleans and search limiters)

provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources

require students to record their search for sources in steps (types of search engines, search terms, and so on)

give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable

discuss or model the importance of academic honesty and clear acknowledgment of sources



Developing IB Learners



Inquirers



Knowledgeable



Thinkers





Communicators



Principled



Open-minded



Caring



Balanced



Reflective

Description

With this unit, students are prepared to start their work for their internal assessment. They must start looking for a test case and a reserach question; they need to choose one or more primary sources and start building a quiestionnaire, the need to look for secondary sources.

They are reminded about the necessity of the sources to be diverse and about the bias involved in collection of primary/ seconday source.

They are pushed to reflect to the data that they need to prove their research question, and how to communicate their finding in an effective way

Assessment

F Formative assessment

All the activities in the textbook will be discussed together during the lesson. Each student is expected to give his contribution to the discussion

MAR

Year 12B - BM - Unit 4 - Activities 4.2.1, 4.2.2, 4.2.3

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MAR

Year 12A - BM - Unit 4 - Activities 4.4.1, 4.4.2, 4.4.3, 4.4.4., 4.4.5, 4.4.6, 4.4.7, 4.4.8, 4.4.9

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APR

Year 12B - BM - Unit 4 - Activities 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5

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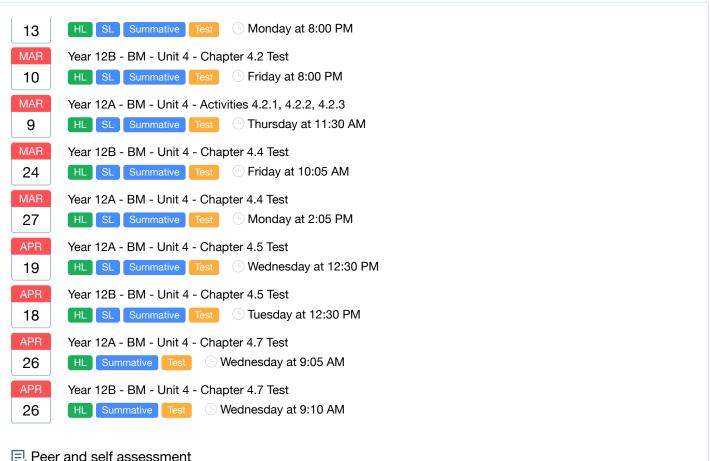
HL SL Formative Homework Friday at 2:45 PM

s Summative assessment

For each chapter of the unit, there will be a summative test with some question about the contents of the chapter studied, and a Paper 2 / Section C question. The goal is to train students from the very beginning how to answer the Paper 2 / Section C question and to build their own portfolio of testcases that they can refer in asnwering this question

MAR

Year 12A - BM - Unit 4 - Chapter 4.2 Test



Peer and self assessment

In each test case discussion, students are asked to assess the answers of their peer and to argument their assessment

Standardization and moderation

Students are informed, since the first lessons, of the criteria used in the assessments. They are provided with the IB Business Management Guide and they are requested to read it periodically. The content of this guide is also explored together in class since the very first lesson, to inform students about the syllabus, the Internal Assessment, the

Extended Essay, the exams and the expectations.

Assessment criteria

SL Criteria

Internal Assessment

- A: Supporting documents
- B: Choice and application of business tools, techniques and theories
- C: Choice and analysis of data and integration of ideas
- D: Conclusions
- E: Evaluation
- F: Structure
- G: Presentation

External Assessment

Paper 1 (Units 1-5) Section A

Structured questions based on the pre-seen case study

Paper 1 (Units 1-5) Section B

Structured question based mainly on additional stimulus material

Paper 2 (Units 1-5) Section A

Structured questions based on stimulus material with a quantitative focus

Paper 2 (Units 1-5) Section B

Structured questions based on stimulus material

Paper 2 (Units 1-5) Section C Extended response questions

- A: Knowledge and conceptual understanding
- B: Application
- C: Reasoned arguments
- D: Structure
- E: Individuals and societies

HL Criteria

Internal Assessment

- A: Research proposal
- B: Sources and data
- C: Use of tools, techniques and theories
- D: Analysis and evaluation
- E: Conclusions
- F: Recommendations
- G: Structure
- H: Presentation
- I: Reflective thinking

External Assessment

Paper 1 (Units 1-5 including HL extension topics) Section A

Structured questions based on the pre-seen case study

Paper 1 (Units 1-5 including HL extension topics) Section B

Structured question based mainly on additional stimulus material

Paper 1 (Units 1-5 including HL extension topics) Section C Extended response questions

A: Knowledge and understanding of tools, techniques and theories



- **B**: Application
- C: Reasoned arguments
- D: Structure
- E: Individuals and societies

Paper 2 (Units 1-5 including HL extension topics) Section A

Structured questions based on stimulus material with a quantitative focus

Paper 2 (Units 1-5 including HL extension topics) Section B

Structured questions based on stimulus material

Paper 2 (Units 1-5 including HL extension topics) Section C Extended response questions

- A: Knowledge and conceptual understanding
- B: Application
- C: Reasoned arguments
- D: Structure
- E: Individuals and societies

Given the fact that now students are ready to work on their Internal Assessment, all the assessement criteria can be applied

Learning Experiences

Prior learning experiences

In this unit I will try to capitalize on the personal experiences of students as customers or potential buyers, to explain the branding strategies, promotion and price strategies

Pedagogical approaches

I often give questions to my students and ask them to think about it and give an answer. This improve their thinking skills and their inquisitive skills. Often understanding comes from the ability to make the righ question.

All the activities are discussed during the lessons. Students will receive immediately my feedback.

Student expectations

Students are informed and reminded on a regular basis about what they are expected to do; the reminders will be verbal and written. Their level of understanding is constantly checked out during the formative assessments sessions (discussion in class of real test cases)



Support materials

Examples

Templates

Sample Exam Questions

Mark Schemes

Students are informed and reminded on a regular basis about what they are expected to do; the reminders will be verbal and written. Their level of understanding is constantly checked out during the formative assessments sessions (discussion in class of real test cases)



P Learning Process

Lecture

PowerPoint lecture/notes

Individual presentations

Student lecture/leading

Interdisciplinary Learning

There are no small groups. The whole class is one team and it is expected to work as a team



☼ Differentiation

Value prior knowledge **Scaffold learning Extend learning**

When explaining marketing to the students, I make references to their behaviour when they buy something to let them understand that they already have some knowledge about the subject.

I often give suggestions about how is it possible to use study in a smarter way, how to use schemes to organize ideas and concepts.

The use of technology is encouraged to improve their learning process



Reflections & Evaluation

General Reflections & Evaluation



Prior to studying the unit

Domenico Galizia Sep 7, 2021 at 8:23 PM

Verify that the concepts of vision, mission, strategy and objectives are understood clearly





Domenico Galizia Apr 21, 2022 at 9:18 AM

Remind students that the marketing objectives needs to be SMART and they do be aligned to the corporate objectives; as a consequence, the whole marketing mix needs to be aligned to Mission statement and to the corporate objectives



Domenico Galizia Oct 16, 2022 at 10:03 PM

Verify that the concepts of vision, mission, strategy and objectives are understood clearly

During the unit



Domenico Galizia Apr 21, 2022 at 9:20 AM

Sales Forecast is a hard topic for the students; many fails to see the logic behind the calculation and the majority of students forget about the last step in the estimation of a 4 periods moving average



Domenico Galizia Oct 16, 2022 at 9:59 PM

Make a parallel between the corporate objectives and the marketing objectives.

Underline the different strategies or Marketing, Pricing, Promotion and Placing

➡ Notes/changes/suggestions:



Domenico Galizia Apr 21, 2022 at 9:14 AM

Chapter 4.5 - Before the summative assessment, explain to students what was the situation of Apple and retailers at the time of the release of Iphone 2/3

Chapter 4.7 - Show this link https://gulfbusiness.com/top-1... to show international marketing strategy failures



Domenico Galizia Oct 16, 2022 at 9:58 PM

stress the importance of statistics and data collection of sales for running sales forecasts and for analyzing trends and patterns.

What worked well



Domenico Galizia Oct 16, 2022 at 9:58 PM

This is the chapter where students relate the most. They understand what happens behind the scene of a world that they know, but only partially.

What didn't work well



Domenico Galizia Apr 21, 2022 at 9:17 AM

The summative assessment of Chapter 4.5 is about Apple. Students tends to consider themselves experts because they hold the last Iphone; but the test case refers a period of which they are not aware about.

Students have difficulties to imagine a life before IPhone and before Internet; this limits their ability to make a critical analysis and evaluate the impact of innovation of different aspects of the marketing mix and the business processes in general.



Domenico Galizia Oct 16, 2022 at 9:57 PM

Students have difficulties understanding the sales forecast and the moving averages.

They perceive marketing mainly as the strategic phase before the sale; they do not see figures involved.

The general understanding is numbers belong only to accounting