

	<b>Lord Tweedsmuir</b> <b>Course Outline 2015/2016</b> <b>Marketing: Grade 11, 12</b> <b>Department: Business</b>	
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**TEACHER:** Mr. Koshman

**GUIDELINE:** *The British Columbia Curriculum Grades 11 and 12, Business Studies*

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**OVERALL EXPECTATIONS:**

**Marketing Fundamentals – 25%**

By the end of this course, students will:

- describe the process by which goods and services are exchanged;
- explain how marketing influences consumers and competition;
- demonstrate an understanding of the importance of marketing research to a business and how information technology can be used to obtain and analyse marketing-related information;
- analyse marketing strategies used by organizations in the not-for-profit sector;
- compare the factors that influence marketing methods and activities in the global economy

**The Marketing Mix – 35%**

By the end of this course, students will:

- explain the stages of product development;
- explain the factors involved in the pricing of goods, services, and events;
- compare a variety of distribution strategies and the logistics associated with them;
- demonstrate an understanding of the strategies involved in the promotion of goods, services, and events.

**Trends in Marketing – 15%**

By the end of this course, students will:

- explain the effects of new information technologies on marketing strategies and consumer trends;
- identify and describe various environmental, ethical, social, and legal issues that affect marketing activities;
- demonstrate an understanding of the potential for participation in the global marketplace;
- summarize, on the basis of computer research, career pathways in marketing

**The Marketing Plan – 25%**

By the end of this course, students will:

- explain the process of developing a marketing plan;
- develop a marketing plan for a good, service, or event;
- analyse the uses of a marketing plan

## **ASSESSMENT AND EVALUATION OF WORK:**

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy document. Students will be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories of knowledge and skills.

Evidence of achievement can be determined from a variety of sources, including but not limited to: in-class assignments, class presentation, open-ended questions, observations, quizzes, unit tests, investigations, projects, conversations, portfolios, anecdotal records, self-assessments, etc. Not every assessment will count towards a student's final grade. The primary purpose of assessment and evaluation is to improve student learning.

## **CULMINATING ACTIVITY**

Culminating activities occur at or near the end of a course. They form part of the final 25% of a student's mark. If a student is absent from a culminating activity, they must provide a doctor's note. The culminating activity will be in the form of a complete marketing plan.

## **MARK CALCULATION:**

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work:                    70% of the overall grade (from all term evaluations)

Final Evaluation(s) :      30% of the overall grade: 15 % Culminating, 15 % Exam

Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence. Marks are not merely a calculation of averages, but an evaluation of the consistent achievement of the student.