

## Strand 2 Chapter 9 The Target Market (3 weeks)

### Learning Outcomes

- 9.1** Appreciate the importance of market research in identifying the target market and discuss how businesses conduct market research.
- 9.2** Outline the elements of the marketing mix and explain their significance for a business, and how they are influenced by the target market.
- 9.3** Develop a marketing mix for a product and a service of choice and provide a USP analysis for each.
- 9.4** Evaluate and suggest ways of improving an existing marketing mix.
- 9.5** Demonstrate an understanding of the disruptive impact\* and influence of digital technology on market research and marketing.
- 9.6** Evaluate the influence of ethics and sustainability on marketing.
- 9.7** Use a power-interest grid\* to analyse customer interest and adjust the marketing mix as necessary.
- 9.8** Conduct a STEEPLE analysis\* to develop greater understanding of the external environment and identify issues of concern for a business.

**Note:** The spec names the marketing mix as having 7 Ps, so different to the old course - product/service, pricing, promotion, people, packaging, process, and place.

The outcome verb is also 'outline' for the marketing mix so it seems like a lot of development won't be required for each element of the marketing mix.

|     |    |     |                                                      |
|-----|----|-----|------------------------------------------------------|
| OL1 | Q4 | (e) | Explain two promotion strategies used by businesses. |
|-----|----|-----|------------------------------------------------------|

The add on then is "explain their significance for a business and how they are influenced by the target market." This is reflected in the sample paper questions e.g.

|     |    |     |                                                                                                                              |
|-----|----|-----|------------------------------------------------------------------------------------------------------------------------------|
| OL2 | Q2 | (g) | (ii) Outline two ways the target market for a product or service might influence the Promotion element of the marketing mix. |
|-----|----|-----|------------------------------------------------------------------------------------------------------------------------------|

The power-interest grid covered in stakeholder mapping in chapter 1 reappears here – with context to "analyse customer interest" so assuming a business would group different types of its customers together and plot them on a power-interest grid to help prioritise them appropriately. No sample paper Q appeared on this.

The STEEPLE analysis is then a new piece of content for this chapter also – it's used to examine the external environment around a business and identify issues of concern for a business.

# Chapter Overview and Introduction

From the Specification (Pg 19 of NCCA Doc):

“Students will focus on the interrelationships between market research, the marketing mix and consumer behaviour, and will use a range of analytical tools to draw informed conclusions.”

Chapter starts on page 142

Hook for the chapter – content in chapter PowerPoint to go with each

Worksheet on 7 P's and identifying a target market for each

*Product/service, Pricing, Promotion, People, Packaging (Physical Evidence), Process, and Place.*

## 1: Herbert Park Hotel

Key Ps Highlighted:

**Place:** Upscale location in Dublin

**Packaging (Physical Evidence):** Luxury décor, robes, breakfast-in-bed, concierge service

**People:** Friendly, formally dressed professionals

**Product/Service:** Luxury short-stay experience with high-end extras (champagne, views, etc.)

**Potential target markets:** *Couples searching for luxury breaks*

## 2: Penneys

Key Ps Highlighted:

**Product** (on-trend fashion similar to higher-end brands);

**Price** (affordable and budget-friendly);

**Packaging** (minimal or no packaging used).

**Potential target markets:** Budget-conscious shoppers such as teens, students, or families who want fashionable items at low cost.

## 3: McDonalds

Key Ps Highlighted:

**Product** (cheap convenient tasty fast food menu);

**Price** (value deals and saver menus);

**Promotion** (TV add fun, inclusive, happy);

**Process** (quick service via app, drive-thru, or counter);

**Packaging (Physical Evidence):** (warm, bright, open spaces);

**People** (casually dressed, friendly staff).

**Potential target markets:** Families, students, and value-focused consumers looking for quick, consistent, and affordable meals, that are also an everyday treat.

## 4: Gymshark – Product, promotion

Key Ps Highlighted:

**Product** (functional, performance-focused fitness gear with strong brand identity);

**Promotion** (social media influencers, aspirational lifestyle marketing).

**Potential target markets:** Young adults and gym-goers who are highly motivated, goal-oriented, and connected to fitness culture.

## 5. Revolut

**Product** Instant payments, multi-currency account, virtual cards

**Process** Seamless onboarding, instant transfers

**Place** Fully mobile, no in-person branches

**Target Market:** Young professionals, students, frequent travellers, digital-first users who value convenience and tech-led finance

#### **6: Canva**

**Product** (easy-to-use design tools with templates, branding kits, and AI functions);

**Promotion** (engaging, humorous campaigns tailored to digital creatives).

**Potential target markets:** Small business owners with no graphic design training, Teachers and marketers who need fast, professional visuals ,Startups and freelancers needing brand consistency

### **Primer Questions – prompts and suggestions**

#### **Suggested prompts/expected answers for chapter primer questions**

**Q: Who is your favourite brand aimed at?**

*Prompt:* Think about age, gender, interests, lifestyle, income.

**Q: What about the brand makes you think that?**

*Prompt:* Refer to logos, tone, social media, products, pricing, place.

**Q: Has packaging ever influenced your decision to buy a product?**

*Prompt:* Think of examples in food, cosmetics, tech, drinks – link in social/environmental consciousness here on packaging and if it would sway them at all.

**Q: What brands are you loyal to, and why?**

*Prompt:* Think about consistent quality, values, customer service

**Q: Can you name a brand or product that didn't succeed? Where do you think they went wrong?**

*Prompt:* Think of bad marketing, unclear messaging, high prices, or poor design

Options: Coca-Cola Life – no clear reason to switch from Diet Coke; XtraVision / Blockbusters – didn't adapt fast enough to digital streaming

**Q: How would you have changed the way they marketed their product or service?**

*Prompt:* Link to pricing, product design, promotion, packaging, or place

#### **Additional primer questions you could use**

**Q: Can two brands sell the same product to completely different people?**

*(Example: Bottled water – Lidl vs Evian; chocolate – Lidl Deluxe vs Lindt)*

**Q: Have you ever seen a brand change its marketing or packaging? Why do you think they did that?**

*(Example: Ballygowan shifting to recycled bottles with eco branding)*

**Q: Is there a brand you don't trust? What makes you feel that way?**

*(Example: Overpromising ads, poor online reviews, influencer controversy)*

**Q: What's a really effective advert you remember — and who was it aimed at?**

*(Example: Aldi price ads, Nike emotional campaigns, influencer TikToks)*

**Q: What would make you stop buying from a brand?**

*(Example: Price increase, bad customer service, poor quality, unethical behaviour)*

### Useful business examples, stories, links, videos, resources...

|                                                                                                                                                                     |                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <a href="https://cleverx.com/blog/cx-case-study-brands-that-cracked-market-research">https://cleverx.com/blog/cx-case-study-brands-that-cracked-market-research</a> | Use of market research Nike, McDonalds plus others                                    |
| <a href="https://www.tacticone.co/blog/fenty-beauty-marketing-strategy">https://www.tacticone.co/blog/fenty-beauty-marketing-strategy</a>                           | Rihanna disrupting make up market with new marketing mix, viral promotional campaign  |
| <a href="https://www.youtube.com/watch?v=m1FXWFSjYB4">https://www.youtube.com/watch?v=m1FXWFSjYB4</a>                                                               | 46 minute program about own-brand goods with lots of great references and information |

### Digital hub links (these will become hyperlinks as they get added over the summer):

[PowerPoint](#)

[Class exams with solutions](#)

[Worksheet for the Introduction Hook](#)

Kahoot / online quizzes for formative assessment

[Suggested solutions to workbook](#)

[Suggested solutions to sample paper questions](#)

[Flashcards](#)

## Key information for the chapter:

| Strand 2 Chapter 9                                                                                                                                                                                                   | The Target Market                                                                                                                             | 3 weeks     |             |         |            |            |            |            |                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|---------|------------|------------|------------|------------|------------------------|
| Learning Intention                                                                                                                                                                                                   | Learning Outcome                                                                                                                              | Page        | Time - mins | HL Qs   | OL Qs      | HL P1 Qs   | HL P2 Qs   | OL P1 Qs   | OL P2 Qs               |
| the marketing mix and the importance of identifying the target market; conducting market research and marketing for a business including product/service, pricing, promotion, people, packaging, process, and place. | 9.1 Appreciate the importance of market research in identifying the target market and discuss how businesses conduct market research.         | 143 - 147   | 60          | Q1      | Q1, Q2     |            |            | OL1 Q1 (d) | OL2 Q2 (g)             |
| the marketing mix and the importance of identifying the target market; conducting market research and marketing for a business including product/service, pricing, promotion, people, packaging, process, and place. | 9.2 Outline the elements of the marketing mix and explain their significance for a business and how they are influenced by the target market. | 148 - 164   | 210         | Q2, Q3  | Q3, Q4, Q5 |            |            | OL1 Q4 (e) | OL2 Q2 (g), OL2 Q3 (a) |
| identifying the Unique Selling Point (USP), developing and modifying the marketing mix.                                                                                                                              | 9.3 Develop a marketing mix for a product and a service of choice and provide a USP analysis for each.                                        | 165 ,       | 30          | Q3 (ii) |            |            |            |            |                        |
| identifying the Unique Selling Point (USP), developing and modifying the marketing mix.                                                                                                                              | 9.4 Evaluate and suggest ways of improving an existing marketing mix.                                                                         | 166 ,       | 40          | Q4      | Q6         |            |            |            |                        |
| how technology changes market research and marketing.                                                                                                                                                                | 9.5 Demonstrate an understanding of the disruptive impact* and influence of digital technology on market research and marketing.              | 167 ,       | 30          | Q5      |            |            |            | OL1 Q1 (b) |                        |
| the importance of ethics and sustainability in marketing including its influence on marketing companies and on different marketing strategies.                                                                       | 9.6 Evaluate the influence of ethics and sustainability on marketing.                                                                         | 168 ,       | 30          | Q6, Q7  | Q7         | HL1 Q5 (b) | HL2 Q1 (c) |            |                        |
| the potential of a range of analytical tools to analyse customer interest and the external environment.                                                                                                              | 9.7 Use a power interest grid* to analyse customer interest and adjust the marketing mix as necessary.                                        | 169 ,       | 40          | Q8      |            |            |            |            |                        |
| the potential of a range of analytical tools to analyse customer interest and the external environment.                                                                                                              | 9.8 Conduct a STEEPLE analysis* to develop greater understanding of the external environment and identify issues of concern for a business.   | 170 - 171   | 40          | Q9      | Q9         |            |            |            | OL2 Q3 (a)             |
|                                                                                                                                                                                                                      |                                                                                                                                               | Total Time: | 480         | Hours:  | 8.0        |            |            |            |                        |

## S2 Ch9 The Target Market (L.O. 9.1)

Textbook Pages: 143–147

Activity Book: HL Q1 | OL Q1, Q2

Time Allocation: 60 minutes

|                                  |                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b>          | 9.1 Appreciate the importance of market research in identifying the target market and discuss how businesses conduct market research.                                                                                                                                                                                       |
| <b>Students Learn About</b>      | the marketing mix and the importance of identifying the target market; conducting market research and marketing for a business including product/service, pricing, promotion, people, packaging, process, and place.                                                                                                        |
| <b>Sample Paper Qs</b>           | <b>OL1 Q1 (d)</b> – Discuss two types of market research EverGlow Organics Ltd may use before expanding their business.<br><b>OL2 Q2 (i)</b> - Identify the intended target market for the game advertised above.                                                                                                           |
| <b>Create other potential Qs</b> | Explain one method of field research and one method of desk research, and describe how each supports marketing decisions.<br>Discuss the benefits and limitations of customer surveys as a market research method.<br>Describe three reasons why a business might carry out market research before launching a new product. |

### Specification Language Decoded

**Appreciate:** Recognise the meaning, value, or importance of or have a practical understanding of

**Discuss:** Offer a considered, balanced review that includes a range of arguments, factors or hypotheses and is supported by appropriate evidence

### R&R activity

|               |                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pg 144</b> | <b>Mooju's Market Moves (p.144)</b> – Mooju identified a niche market of 16–24-year-olds and created fun, flavoured packaging and youth-focused campaigns – key features were high protein, less processed drinks that were cheaper than existing protein drinks, and really tasty flavours. They created a non-gym based alternative for teenagers and young adults looking for more protein. |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Know                                                                                                                                                                                                                                                                                                                                                                                 | Understand                                                                                                                                                                                                                                                                                                                | Be able to do                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The role of market research in identifying a business's target market</li> <li>The difference between field (primary) and desk (secondary) research methods</li> <li>Examples of field methods: surveys, observation, interviews, focus groups</li> <li>Examples of desk methods: CSO data, websites, reports, competitor analysis</li> </ul> | <ul style="list-style-type: none"> <li>Why accurate market research helps reduce risk and improve marketing decisions</li> <li>How research findings shape decisions about product, pricing, and promotion</li> <li>How a clear understanding of a target market leads to more successful marketing strategies</li> </ul> | <ul style="list-style-type: none"> <li>Identify and describe different market research methods</li> <li>Discuss how market research helps a business understand its customers</li> <li>Appreciate the value of research by referring to real-world examples</li> <li>Apply understanding of field and desk research to realistic business scenarios</li> </ul> |

### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                 | Extension Opportunities                                                                                  |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Provide scaffolded charts comparing field vs desk research with icons and examples | Investigate how Netflix, Spotify, or Gymshark use digital data to understand and segment their audiences |

Use brands like Mooju, McDonald's, or Penneys to show how businesses target specific customer types

Challenge students to design a short market research survey and explain what decisions it could inform

## S2 Ch9 The Target Market (L.O. 9.2)

Textbook Pages: 148–164

Activity Book: HL Q2, Q3 | OL Q3, Q4, Q5

Time Allocation: 210 minutes

|                           |                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 9.2 Outline the elements of the marketing mix and explain their significance for a business and how they are influenced by the target market.                                                                                                                                                                                                      |
| Students Learn About      | the marketing mix and the importance of identifying the target market; conducting market research and marketing for a business including product/service, pricing, promotion, people, packaging, process, and place.                                                                                                                               |
| Sample Paper Q            | <p><b>OL1 Q4 (e)</b> Explain two promotion strategies used by businesses.</p> <p><b>OL2 Q2 (g) (ii)</b> Outline two ways the target market for a product or service might influence the promotion element of the marketing mix.</p> <p><b>OL2 Q3 (a)</b> Fill in the remaining Five P's of the marketing mix.</p>                                  |
| Create other potential Qs | <p>Outline three elements of the marketing mix and explain how each can be influenced by the business's target market.</p> <p>Explain the importance of the 'process' and 'people' in the marketing mix for a hospitality service business like a hotel.</p> <p>Explain three factors a business would consider when designing their packaging</p> |

### Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information

**Explain:** Give a detailed account including reasons or causes

### R&R activity

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pg 150 | <p>Longer (46 minutes) excellent video on own brands if you had time to watch <a href="https://www.youtube.com/watch?v=m1FXWFSjYB4">https://www.youtube.com/watch?v=m1FXWFSjYB4</a></p> <p>1. Article to help <a href="https://www.ey.com/en_ie/newsroom/2025/05/irish-shoppers-embrace-private-labels-and-discount-stores-while-bricks-and-mortar-retail-remains-resilient-ey-future-consumer-index">https://www.ey.com/en_ie/newsroom/2025/05/irish-shoppers-embrace-private-labels-and-discount-stores-while-bricks-and-mortar-retail-remains-resilient-ey-future-consumer-index</a></p> <p>2. Prompt them to directly compare branded versus non-branded alternatives for common items like milk, bread, butter, yogurt, fizzy drinks, chocolate, crisps etc... can then be used in part.</p> <p>3. Hula-Hoops and Aldi versions. Weetabix and own brands, butters.</p> |
| Pg 153 | <p>Introduction – BYD Dolphin or Seal (Electric Vehicle) new EVs from Chinese brand BYD</p> <p>Growth – Hyundai Ioniq 5, Sales of this popular EV are increasing year on year in Ireland.</p> <p>Maturity – Toyota Corolla, This long-running model has high brand loyalty and stable sales.</p> <p>Saturation – Nissan Qashqai, Once the best-selling SUV in Ireland, it's now facing intense competition from other crossovers and hybrids.</p> <p>Decline – Ford Mondeo (or saloon cars in general), Once a top choice for Irish families and company cars, models like the Mondeo are now being phased out due to a shift toward SUVs and EVs.</p>                                                                                                                                                                                                                      |
| Pg 157 | <p>Suggested options to offer as prompts:</p> <p>1. <b>Deliveroo: “Top Takeaway Awards” Campaign</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p>2. Sky Mobile: “Expect More” Multi-Channel Launch – influencer led marketing like 4<sup>th</sup> ARQ</p> <p>3. Tourism Ireland: “Ireland Unrushed” Global PR/Digital Campaign</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pg 160 | <p>Discuss the importance of people for a business like BikeRowSki – image also shows logo, mentions product, and shows physical evidence to discuss.</p> <p><b>Suggested Teacher Prompts</b></p> <ol style="list-style-type: none"> <li>1. What qualities do BikeRowSki staff bring to the service that help define the customer experience?</li> <li>2. How does staff behaviour and appearance influence brand perception for a fitness business?</li> <li>3. What role does training and energy play in delivering consistency and building customer loyalty?</li> </ol> <p><b>R&amp;R</b></p> <p><b>1. What store did you visit where the staff did not match your expectation? Why?</b></p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on how staff appearance, attitude, or behaviour conflicted with what they expected based on the store’s brand.</li> <li>• Ask: Was the tone too casual or too formal? Were staff helpful, or did they seem uninterested?</li> </ul> <p><b>Suggested Student Cues:</b></p> <ul style="list-style-type: none"> <li>• A premium clothing store where staff were inattentive or unprofessional</li> <li>• A budget retail shop where staff seemed overly formal</li> <li>• A sports store where staff lacked knowledge about the products</li> </ul> <p><b>2. Research articles online to identify a business that has faced reputational issues for their hiring policies or treatment of the people working for them. How did the business respond?</b></p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• Suggest well-known examples students might find online (e.g. Amazon warehouse complaints, Sports Direct employment practices, BrewDog culture issues)</li> <li>• Encourage a focus on how the company responded – public apology, internal investigation, changes in policy</li> </ul> <p><b>Suggested Student Cues:</b></p> <ul style="list-style-type: none"> <li>• “BrewDog faced criticism over a toxic work culture. In response, the CEO issued an open letter promising change.”</li> <li>• “Amazon has faced multiple criticisms over warehouse working conditions. Their response included safety videos, wage increases, and PR campaigns.”</li> </ul> <p><b>3. You are opening a luxury supermarket. Create a concept for what type of people you would hire, what they would wear, and how they would interact. Justify your choices.</b></p> <p><b>Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>• Remind students to think about how “People” in the marketing mix influence customer experience</li> <li>• Encourage inclusion of dress code, tone of voice, level of training, and customer interaction style</li> <li>• Ask: What kind of staff will reflect the brand’s luxury image?</li> </ul> <p><b>Suggested Student Cues:</b></p> <ul style="list-style-type: none"> <li>• “Staff will wear tailored uniforms in neutral tones with name badges”</li> <li>• “Employees will be trained in product knowledge, customer care, and polite professional behaviour”</li> </ul> |

- “They will offer personalised service, welcome customers by name, and assist with high-end product recommendations”

| Know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Understand                                                                                                                                                                                                                                                                                                                                                                                                                                | Be able to do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Name the 7 elements of the marketing mix</li> <li>• Know at least 3 strategies or examples for each element (e.g. pricing strategies, promotion methods, packaging types)</li> <li>• Know at least 3 ways the target market can influence each element (e.g. income level affects pricing, age affects promotion choice)</li> <li>• Know how service businesses rely more on people, process, and packaging (physical evidence)</li> <li>• Know that the marketing mix can be adjusted over time as customer needs or business goals change</li> </ul> | <ul style="list-style-type: none"> <li>• Understand how the 7 elements work together as a full marketing strategy</li> <li>• Understand how the target market influences the design of the full mix</li> <li>• Understand that different businesses (product vs service) will prioritise different elements</li> <li>• Understand how changes in the external environment (e.g. digital trends) may require changes to the mix</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and describe the 7 Ps of the marketing mix</li> <li>• Give examples of how a specific target market influences decisions for each P</li> <li>• Explain how a business might change its marketing mix to appeal to a different customer group</li> <li>• Outline or evaluate the marketing mix of a business in a short scenario or sample paper question</li> <li>• Suggest improvements to a marketing mix based on target market needs</li> </ul> |

#### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                                                                                                                   | Extension Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Use group tasks where each team is assigned a single P to research for a real product</li> <li>• Provide structured comparison tables with icons/examples for each P</li> <li>• Use short case studies (e.g. Canva, Herbert Park Hotel, Mooju) to walk students through the 7 Ps</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge students to compare the 7 Ps for a product-based vs service-based business</li> <li>• Ask students to select a product and rework its marketing mix for a completely different target market</li> <li>• Ask students to research how a business modified its mix due to digital transformation or sustainability demands</li> <li>• Introduce cases of failed product launches and ask students to identify which elements of the marketing mix were misaligned</li> </ul> |

#### Note

The difference here to the current course seems to be the emphasis on how each P is influenced by the target market, rather than just teaching lots of the marketing mix content that we currently do. The verb is ‘outline’ for the marketing mix, so it doesn’t seem like much expansion of each P will now be required.

## S2 Ch9 The Target Market (L.O. 9.3)

Textbook Pages: 165

Activity Book: HL Q3 (ii)

Time Allocation: 30 minutes

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b>          | 9.3 Develop a marketing mix for a product and a service of choice and provide a USP analysis for each.                                                                                                                                                                                                                                                                                                                                                        |
| <b>Students Learn About</b>      | Identifying the Unique Selling Point (USP), developing and modifying the marketing mix.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Sample Paper Q</b>            | -                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Create other potential Qs</b> | <p>Q. Develop a marketing mix of your choice for a product, using at least 4 elements of the marketing mix. Justify your choices for each P.</p> <p>Q. Develop a marketing mix of your choice for a service, using at least 4 elements of the marketing mix. Justify your choices for each P.</p> <p>Q. Identify the Unique Selling Point (USP) for a product of your choice. Provide a USP analysis to compare it to another product in the same market.</p> |

### Specification Language Decoded

**Develop:** To evolve; to make apparent or expand in detail.

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

### R&R activity

|               |                                 |
|---------------|---------------------------------|
| <b>Pg 165</b> | Student led – they create this. |
|---------------|---------------------------------|

| Know                                                                                                                                                                                                                                                                                                                                             | Understand                                                                                                    | Be able to do                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Know the 7 elements of the marketing mix</li> <li>Know what a USP is and why it matters</li> <li>Know that a marketing mix should align with the USP and target market</li> <li>Know examples of clear USPs (e.g. Mooju's fun flavour/image, Gymshark's brand identity, Revolut's convenience)</li> </ul> | <ul style="list-style-type: none"> <li>Understand how the USP influences decisions across the 7 Ps</li> </ul> | <ul style="list-style-type: none"> <li>Create a full or partial marketing mix for a chosen product/service</li> <li>Identify and explain a USP for each</li> <li>Compare two products/services using a USP analysis</li> <li>Justify the choices made for each P based on the target market and USP</li> </ul> |

### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                                     | Extension Opportunities                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Model the development of one full marketing mix together as a class before assigning individual tasks</li> <li>Provide a partially completed marketing mix table with prompts for students to finish</li> </ul> | <ul style="list-style-type: none"> <li>Challenge students to analyse two competing brands in the same industry and compare their USPs</li> <li>Invite students to pitch their marketing mix and USP in a short "Dragon's Den" style presentation</li> </ul> |

|                                                                                                                                  |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Give a list of sample USPs to choose from when designing their product/service</li></ul> | <ul style="list-style-type: none"><li>• Ask students to critique a real product or service that lacks a clear USP and suggest improvements</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

**Note**

The USP analysis graph/diagram provided in the textbook was to help visual learners, but no guidance is shown for how it should or could appear on a paper. The basics are to write out features, and then identify features that a business has or does well and that their target market desire, that their competitors don't do.

## S2 Ch9 The Target Market (L.O. 9.4)

Textbook Pages: 166

Activity Book: HL Q4 | OL Q6

Time Allocation: 40 minutes

|                           |                                                                                                                                                        |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 9.4 Evaluate and suggest ways of improving an existing marketing mix.                                                                                  |
| Students Learn About      | Identifying the Unique Selling Point (USP), developing and modifying the marketing mix.                                                                |
| Sample Paper Q            | OL Q1 (b) Describe how EverGlow Organics Ltd may need to adjust its packaging (physical evidence) and price when expanding into international markets. |
| Create other potential Qs |                                                                                                                                                        |

### Specification Language Decoded

**Evaluate:** Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods

**Suggest:** Propose solution(s), hypothesis, or other possible answer(s)

### R&R activity

|        |                                                                                                                                                               |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pg 166 | Student led – they create this for a product of their choice – could help to emphasise that you should justify each suggestion, giving reasoning for choices. |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Know                                                                                                                                                                                                                                                                       | Understand                                                                                                                   | Be able to do                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Know reasons why a business might adjust its mix (e.g. new competitors, changing customer needs, falling sales)</li> <li>Know examples of how real companies have changed elements like pricing, promotion, or packaging</li> </ul> | <ul style="list-style-type: none"> <li>How the business model canvas links value creation, delivery, and capture.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluate the effectiveness of a business's current marketing mix</li> <li>Suggest realistic improvements based on a company's goals and customer needs</li> <li>Explain how proposed changes would better align with the USP or improve performance</li> </ul> |

### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extension Opportunities                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Give students a simplified case study with a flawed or outdated marketing mix and ask them to spot what's not working</li> <li>Use sentence scaffolds for writing evaluations (e.g. "One reason this element is ineffective is...")</li> <li>Provide visual templates to compare "Before" and "After" versions of a marketing mix and ask them to describe what P was improved, and how it was effective</li> </ul> | <ul style="list-style-type: none"> <li>Ask students to research a real company that revamped its marketing strategy and explain what changed and why.</li> <li>Use a group competition for all groups to revamp a current brand, and present the new Marketing Mix</li> </ul> |

## S2 Ch9 The Target Market (L.O. 9.5)

Textbook Pages: 167

Activity Book: HL Q5

Time Allocation: 30 minutes

|                           |                                                                                                                                                                                                                                                                                                          |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 9.5 Demonstrate an understanding of the disruptive impact* and influence of digital technology on market research and marketing.                                                                                                                                                                         |
| Students Learn About      | How technology changes market research and marketing.                                                                                                                                                                                                                                                    |
| Sample Paper Q            | -                                                                                                                                                                                                                                                                                                        |
| Create other potential Qs | Q. Explain how digital technology has changed how businesses conduct market research.<br>Q. Describe two examples of how businesses use digital marketing to connect with their target market.<br>Q. Discuss the benefits and challenges of using digital platforms for promotion and customer analysis. |

### Specification Language Decoded

**Demonstrate:** Prove or make clear by reasoning or evidence, illustrating with examples or practical application

**Disruptive impact:** Disruptive impact is often used to describe how digital technology can change the way in which businesses operate (including within the workplace) and how consumers interact with business. It can be both positive and negative.

### R&R activity

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pg 167 | <p><b>1. Flexera links:</b></p> <p><b>Suggested Student Responses:</b></p> <p><b>1. Market Research through Landing Pages and Surveys</b><br/>Hannah validated demand for her product before building it. She used online surveys and a landing page with a “sold out” notice to gauge interest. Over 100 people joined a waitlist, giving her the confidence to move forward.<br/>→ <i>Demonstrates the use of low-cost digital tools for early research.</i></p> <p><b>2. Social Media for Marketing and Sales</b><br/>Most of Flexera’s sales came through Instagram, using both paid ads and organic posts. Influencer marketing, such as a mention by Joanne McNally, was a key driver of visibility and sales.<br/>→ <i>Highlights the disruptive power of social media marketing.</i></p> <p><b>3. Use of AI and Automation Tools</b><br/>Internally, Flexera uses tools like ChatGPT, Notion, and Slack for communication, organisation, and content creation. They are also exploring automation tools to manage inventory and customer service as the business grows.<br/>→ <i>Shows how digital tools streamline operations and cut costs for marketing.</i></p> <p><b>4. Customer-Driven Product Improvements</b><br/>The app was completely rebuilt based on user interviews. A lower-cost reformer was paused due to quality issues highlighted by customers.<br/>→ <i>Evidence of data-driven and digitally enabled decision-making to improve product/process.</i></p> <p><b>2. Student examples.</b></p> |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Student prompt: Give an example of a brand you've seen use digital tools (e.g. social media polls, ads, influencer campaigns) to shape or adapt its marketing. Was it effective? |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Know                                                                                                                                                                                                                                                                                                                                                                                                         | Understand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Be able to do                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Know what is meant by the term “disruptive impact” in a business context</li> <li>• Know common digital tools used in marketing and market research (e.g. Google Analytics, cookies, email campaigns, social media, pop-ups)</li> <li>• Know that technology gives businesses real-time access to data on customer behaviour, preferences, and reactions</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that digital platforms can dramatically reduce the cost and time needed for market research</li> <li>• Understand that businesses must adapt marketing strategies quickly in response to online customer feedback</li> <li>• Understand that digital marketing can target very specific customer segments</li> <li>• Understand some of the risks or downsides, such as information overload, ad fatigue, or privacy issues</li> </ul> | <ul style="list-style-type: none"> <li>• Give clear examples of how digital technology has disrupted traditional marketing methods</li> <li>• Explain how businesses use digital tools to improve their marketing mix or better understand the customer</li> <li>• Discuss both positive and negative effects of digital technology on marketing</li> <li>• Apply understanding to case studies or student-generated business ideas</li> </ul> |

#### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                                              | Extension Opportunities                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use brand-based examples (e.g. Gymshark's use of influencers; Spotify's data-driven playlists)<br>Provide a graphic organiser comparing traditional and digital marketing tools<br>Use sentence starters to help students explain the disruptive impact clearly | Challenge students to evaluate the impact of a specific digital campaign (e.g. ASOS TikTok ads or Lidl Plus app promotions)<br>Ask students to investigate how businesses use A/B testing to shape decisions<br>Explore how data privacy laws (e.g. GDPR) influence digital marketing strategy |

#### Note

For demonstrate, examples will help here – encourage mentioning brands, examples of technology or how the process has changed in answers.

## S2 Ch9 The Target Market (L.O. 9.6)

Textbook Pages: 168

Activity Book: HL Q6 Q7 | OL Q7

Time Allocation: 30 minutes

|                           |                                                                                                                                                                                                                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 9.6 Evaluate the influence of ethics and sustainability on marketing.                                                                                                                                                                                                   |
| Students Learn About      | The importance of ethics and sustainability in marketing including its influence on marketing companies and on different marketing strategies.                                                                                                                          |
| Sample Paper Q            | HL1 Q5 (b) Outline three ways ethics is an important consideration when designing a marketing strategy.                                                                                                                                                                 |
| Create other potential Qs | Q. Explain two ways a business can use sustainability to strengthen its brand image.<br>Q. Discuss one benefit and one challenge for businesses that promote ethical marketing.<br>Q. Evaluate whether ethical marketing always leads to increased sales. Use examples. |

### Specification Language Decoded

**Evaluate:** Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods

| Know                                                                                                                                                                                                                                                                                   | Understand                                                                                                                                                                                                                               | Be able to do                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Know what ethics and sustainability mean in a business and marketing context<br>Know examples of ethical and sustainable marketing practices (e.g. fair trade sourcing, recyclable packaging, responsible advertising)<br>Know challenges such as higher costs or risk of greenwashing | Understand how ethical practices influence customer trust and loyalty<br>Understand how marketing strategies are shaped by ethical and environmental concerns<br>Understand the risks of misleading or exaggerated claims (greenwashing) | Evaluate how ethics and sustainability can benefit or challenge a marketing strategy<br>Use examples to show the impact of ethical marketing on brand image<br>Make judgements about the effectiveness of different approaches |

### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                          | Extension Opportunities                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use case study cards with real brands and their ethical strategies<br>Provide sentence starters like "This was effective because..." or "One risk is..."<br>Compare traditional advertising vs. ethically focused campaigns | Ask students to research and evaluate the impact of a recent green campaign<br><br>Challenge students to write an ethical advert for a new product, justifying their decisions |



## S2 Ch9 The Target Market (L.O. 9.7)

Textbook Pages: 169

Activity Book: HL Q8

Time Allocation: 40 minutes

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome</b>          | 9.7 Use a power interest grid* to analyse customer interest and adjust the marketing mix as necessary.                                                                                                                                                                                                                                                                                                                       |
| <b>Students Learn About</b>      | The potential of a range of analytical tools to analyse customer interest and the external environment.                                                                                                                                                                                                                                                                                                                      |
| <b>Sample Paper Q</b>            | -                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Create other potential Qs</b> | <p>Q. Explain how a business might use a power-interest grid to adjust its marketing mix for different customer groups.</p> <p>Q. Identify and describe one group of customers that would fit into each quadrant of the power-interest grid for a product/service of your choice</p> <p>Q. Analyse how a business could adapt its product or promotion strategies depending on the power and interest of a target group.</p> |

### Specification Language Decoded

**Analyse:** Study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

**Power-interest grid:** A power-interest grid is a form of stakeholder mapping which considers the motives of stakeholders and their ability to exert influence (either positive or negative) thereby mapping them according to their relative power and interest.

| Know                                                                                                                                                                                                                                                                                      | Understand                                                                                                                                                                                                                                                                                                                          | Be able to do                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Know what a power-interest grid is and how it is used in stakeholder/customer analysis</p> <p>Know examples of customer groups that fall into each quadrant of the grid</p> <p>Know how the marketing mix (the 7Ps) can be adapted based on different levels of power and interest</p> | <p>Understand why some customer groups require more attention or personalised strategies than others</p> <p>Understand that different customer types (e.g. niche, influencer, general public) have different levels of influence and engagement</p> <p>Understand how the grid helps prioritise marketing efforts and resources</p> | <p>Be able to categorise customer groups using a power-interest grid</p> <p>Be able to link customer group positioning on the grid to marketing decisions (e.g. loyalty programmes, influencer outreach)</p> <p>Be able to apply a power-interest grid to a case study or student-generated product/service</p> |

### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                                                                                                                                                                                    | Extension Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Use a blank version of the grid and provide cut-out customer segments for sorting</p> <p>Prompt with sentence frames: "This group has high/low power because..."</p> <p>Refer back to Chapter 1 stakeholder mapping for review</p> | <p>Ask students to compare how a power-interest grid would differ for two different businesses (e.g. local café vs. national retailer)</p> <p>Have students design a campaign tailored to one customer group in the grid, explaining how each element of the marketing mix is adapted</p> <p>Challenge students to discuss how digital tools could shift a group's position on the grid (e.g. customers becoming influencers through TikTok)</p> |

**Note**

This LO focuses on “customer interest” so content was based around different consumer groups for a product/service. You could introduce business-to-business as well as business-to-consumer customers.

## S2 Ch9 The Target Market (L.O. 9.8)

Textbook Pages: 170-171

Activity Book: HL Q9 | OL Q9

Time Allocation: 40 minutes

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome          | 9.8 <b>Conduct a STEEPLE analysis*</b> to develop greater understanding of the external environment and identify issues of concern for a business.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Students Learn About      | The potential of a range of analytical tools to analyse customer interest and the external environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Sample Paper Q            | <b>OL2 Q3 (a) (ii) STEEPLE Analysis</b> match a factor to an element                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Create other potential Qs | <p><b>Case Study: Solánna Skincare – Irish Exporter to the US</b></p> <p>Solánna Skincare, a natural cosmetics company based in Cork, saw rapid growth selling online to US customers. However, during the Trump administration's trade war with the EU, new tariffs made exporting more expensive. Rising inflation and a weak euro helped keep their products competitively priced. Solánna invested in AI tools to automate customer service and launched an eco-friendly refill scheme to meet growing environmental expectations. They also had to update their US website to comply with new data protection regulations and faced criticism after a marketing campaign was seen as culturally insensitive.</p> <p>Ask students to identify and categorise at least five STEEPLE factors (e.g. political, economic, technological, environmental, legal, ethical).</p> <p><b>Political:</b> Trump's trade war introduced new tariffs on EU exports to the US.<br/> <b>Economic:</b> Inflation and a weak euro affected pricing and competitiveness.<br/> <b>Technological:</b> AI tools were used to automate customer service.<br/> <b>Environmental:</b> Launch of an eco-friendly refill scheme to reduce waste.<br/> <b>Legal:</b> Updates were required to comply with US data protection laws.<br/> <b>Ethical:</b> Marketing campaign faced backlash for cultural insensitivity.</p> <p><b>Q.</b> Explain how two STEEPLE factors could create a risk or opportunity for a business of your choice.<br/> <b>Q.</b> Identify one technological and one environmental trend and explain how they affect marketing decisions.</p> |

### Specification Language Decoded

**Conduct:** To perform an activity

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

**STEEPLE analysis:** A STEEPLE analysis may be used to assess the impact of external factors on a business. It includes consideration of social (S), technological (T), economic (E), environmental (E), political (P), legal (L) and ethical (E) factors.

### R&R activity

|        |                                                                                                                                                    |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Pg 171 | Student led – they create this for a product of their choice – encourage sourcing information used, examine any potential bias in the information. |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |               |
|------|------------|---------------|
| Know | Understand | Be able to do |
|------|------------|---------------|

|                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Know what a STEEPLE analysis is and what each of the 7 letters stands for</p> <p>Know examples of external factors (e.g. inflation, new laws, consumer trends) and what part of STEEPLE they fit under</p> <p>Know that external factors are outside the business's control but can strongly affect success</p> | <p>Understand that STEEPLE is used to plan for risks and spot opportunities</p> <p>Understand how one external factor can affect several parts of a business (e.g. rising fuel prices impact costs, pricing, and consumer demand)</p> <p>Understand that different businesses may interpret the same external factor differently based on size, location, or industry</p> | <p>Be able to conduct a STEEPLE analysis for a real or fictional business</p> <p>Be able to identify factors from news stories or case studies and classify them under the correct STEEPLE heading</p> <p>Be able to explain how these factors might affect marketing decisions</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Opportunities to differentiate for this Learning Outcome

| Support Strategies                                                 | Extension Opportunities                                                                                                     |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Provide a list of recent news headlines for students to categorise | Ask students to evaluate which STEEPLE factor is currently the most important for Irish businesses and justify their answer |

#### Note

STEEPLE analysis can include both positive and negative external factors. It helps a business spot opportunities (like new tech or social trends) and prepare for risks (like legal changes or economic downturns).

## Links to cross-cutting themes:

|                                         |                                                                                                                                                                                                                              |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entrepreneurial Thinking:</b>        | Students analyse how customer needs, feedback, and behaviour shape the marketing mix. They explore how tools like STEEPLE and the Power Interest Grid support strategic thinking and market responsiveness.                  |
| <b>Ethics and Sustainability:</b>       | Covered explicitly in L.O. 9.6. Students evaluate how ethical concerns and sustainability impact marketing decisions, e.g. ethical sourcing, transparent advertising, and avoiding greenwashing.                             |
| <b>Digital Transformation:</b>          | Core to L.O. 9.5. The chapter integrates the disruptive impact of technology on market research and marketing strategies, including automation, data analytics, and social media.                                            |
| <b>Business and Financial Literacy:</b> | Students consider how effective marketing decisions influence business success. Discussions around brand positioning, product design, promotion strategies, and customer targeting connect to real-world financial outcomes. |

## Assessments

| Formative                                                                                                                                                                                                                    | Summative | AAC (Investigative Study)                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students consider how effective marketing decisions influence business success. Discussions around brand positioning, product design, promotion strategies, and customer targeting connect to real-world financial outcomes. |           | <ul style="list-style-type: none"> <li>This chapter prepares students to analyse real businesses' promotional strategies, use analytical tools like STEEPLE, and reflect on customer targeting – skills they will apply in project research and presentation.</li> </ul> |

## What examples/resources have we used before that we can adapt for this chapter?

*E.g. Think-Pair-Share, Roleplays, Debates, Inquiry tasks, Digital tools*

|                                |                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Think-Pair-Share</b>        | Used to break down the 7 Ps, or analyse ethics in case studies.                                                             |
| <b>Roleplays / Simulations</b> | Students act as marketing managers developing a new product or justifying their advertising strategy to a board.            |
| <b>Inquiry Tasks</b>           | Investigate real-world use of digital marketing tools, e.g. TikTok campaigns, loyalty apps.                                 |
| <b>Debates</b>                 | "Ethical marketing always boosts business success" or "Influencer marketing is more powerful than traditional advertising." |
| <b>Digital Tools</b>           | Google Trends or search analytics to explore customer interest.                                                             |
|                                |                                                                                                                             |
|                                |                                                                                                                             |

## Teacher and Department Review

| 1. Teaching and Learning Effectiveness                                                                                                                                                                                                                                                                                                                                                                                              | 2. Differentiation and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Which elements of the marketing mix did students find most intuitive to apply in new scenarios?</p> <p>Did students clearly grasp the difference between a USP and general product features?</p> <p>How well did students engage with the analytical tools (Power Interest Grid, STEEPLE)?</p> <p>Were case studies like Flexera and BikeRowSki effective in helping students link marketing theory to real-world decisions?</p> | <p>Were all students able to access and apply the 7 Ps across different types of products and services?</p> <p>What scaffolds (sentence starters, visuals, worked examples) helped explain ethics and sustainability clearly?</p> <p>Which strategies supported students with less confidence in written evaluation (e.g. graphic organisers, oral tasks)?</p> <p>Did any group need more support in applying digital transformation to marketing and research?</p> |
| 3. Resource Use and Gaps                                                                                                                                                                                                                                                                                                                                                                                                            | 4. Connections and Continuity                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Were there enough practical examples of modern digital marketing tools to keep student interest high?</p> <p>Did the Power Interest Grid or STEEPLE tool require extra teaching aids or visual supports?</p> <p>Were there gaps in local or Irish business case studies that could be addressed in future lessons?</p> <p>Did the textbook and activity book offer enough variety in question types for all levels?</p>          | <p>How well did students link this chapter's content to earlier work on customer needs, branding, or enterprise?</p> <p>Did students begin to make connections between marketing strategy and long-term business performance?</p> <p>Did work on ethics and sustainability support understanding of broader business responsibility themes (e.g. Strand 3)?</p>                                                                                                     |