

Business Level 3 BTEC (Pearson)

Key Stage 5 Year 12 2018 - 2019

The BTEC Level 3 Diplomas are broadly equivalent to two or three GCE A Levels. The programme aims to provide students with an in depth understanding of the operations and structures of businesses and also to equip students with the skills required to succeed in employment or at university. The course will involve businesses in the public, private and voluntary sectors.

<i>Half Term</i>	Course Content	Assessment information
1	<p><u>Unit 3: Personal and Business Finance</u></p> <ul style="list-style-type: none"> A. Understand the importance of managing personal finance B. Explore the personal finance sector C. Understand the purpose of accounting D. Select and evaluate different sources of business finance Content area E. Break-even and cash flow forecasts Content area F. Complete statements of comprehensive income and financial position and evaluate a business's performance 	<p>This unit is externally assessed by an unseen paper-based examination.</p>
2	<p><u>Unit 2: Developing a Marketing Campaign</u></p> <ul style="list-style-type: none"> A. Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign. B. Using information to develop the rationale for a marketing campaign C. Planning and developing a marketing campaign 	<p>A task set and marked by Pearson and completed under supervised conditions.</p> <p>Learners will be given a context two weeks before a supervised assessment period in order to carry out research.</p> <p>The supervised assessment period is undertaken in a single session of three hours.</p> <p>Submission completed using a computer.</p>
3	<p><u>Unit 1: Exploring Business</u></p> <ul style="list-style-type: none"> A. Explore the features of different businesses and analyse what makes them successful B. Investigate how businesses are organised C. Examine the environment in which businesses operate D. Examine business markets E. Investigate the role and contribution of innovation and enterprise to business success 	<p>A report that examines the features of a for-profit and a not-for-profit business, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.</p> <p>A report that examines the effects of the internal and external environment on a large business and how the business has, and will,</p>

		<p>respond to changes.</p> <p>A presentation that investigates the use of enterprise and innovation in an existing business.</p>
4	<p><u>Unit 5: International Business</u></p> <p>A. Explore the international context for business operations</p> <p>B. Investigate the international economic environment in which business operates</p> <p>C. Investigate the external factors that influence international businesses</p> <p>D. Investigate the cultural factors that influence international businesses</p> <p>E. Examine the strategic and operational approaches to developing international trade.</p>	<p>A report on the factors that influence the decision making of businesses when operating internationally; it will look at how international business is financed and the support given to it.</p> <p>A journal article/case study giving a situational analysis of contrasting markets supported with a report on the results of the analysis.</p> <p>A presentation examining the strategies and resources used by a business operating internationally.</p>
5	<p><u>Unit 8: Recruitment and Selection Process</u></p> <p>A. Examine how effective recruitment and selection contribute to business success</p> <p>B. Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</p> <p>C. Reflect on the recruitment and selection process and your individual performance.</p>	<p>A report that examines the recruitment process in a large business.</p> <p>Learners must participate in a recruitment and selection activity. They will need to interview and be interviewed, and complete the appropriate documentation. Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability.</p> <p>SWOT analysis on performance in their interviewing activity linked to their personal future</p>
6	<p><u>Unit 14: Investigating Customer Service</u></p> <p>A. Explore how effective customer service contributes to business success</p> <p>B. Investigate the methods used to improve customer service in a business</p> <p>C. Demonstrate customer service in different situations, using appropriate behaviours to meet expectations.</p>	<p>A report examining the customer service provision/process in a business and the value of delivering excellent customer service to support business success. Prepare a training handbook for a selected business on customer service, including relevant legislation and regulations. The report should also include three monitoring methods used to review the customer service provision and should draw on quantitative and qualitative data.</p>

		Demonstration of customer service skills in at least three different business situations. Focus on a demonstration of product/service knowledge when dealing with customers' queries, requests and problems. An evaluation of skills is also included.
Further reading and independent/extension activities		
➤	BTEC Nationals Business Student Book 1 + Activebook: For the 2016 specifications (BTEC Nationals Business 2016) ISBN-13: 978-1292126241 ISBN-10: 1292126248	
➤	https://www.bbc.co.uk/news/business	
➤	https://www.tutor2u.net/business/store/btec-national-level-3-business-unit-2-developing-a-marketing-campaign-steps-to-success	
➤	https://www.tutor2u.net/business/store/btec-national-level-3-business-unit-3-personal-business-finance-lesson-activity-pack	
➤	BTEC Nationals Business Student Book 2 + Activebook: For the 2016 specifications (BTEC Nationals Business 2016) ISBN-13: 978-1292126258 ISBN-10: 1292126256	
Websites and resource links		
➤	http://www.beebusinessbee.co.uk/	
➤	https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-1	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Parents and carers can support students through discussing the news and the impact on local businesses. ● Monitor deadlines set and ensure that your child is undertaking three hours worth of additional work outside of school per week. ● Through testing your child's ability to use business terminology effectively through questioning. 		
Members of staff		
	Miss A McGinty (Curriculum Leader) Mr D Brogden	

Applied Science Level 3 BTEC (Pearson)

Key Stage 5 Year 12 2018 - 2019

This course is equivalent to 3 'A' levels and gives a broad introduction to more advanced science covering aspects of biology, chemistry and physics. Students will develop a wide range of practical and analytical skills as well as revision and study skills that will help them at university, work or apprenticeship.

Half Term	Course Content	Assessment information
1	Principles and Applications of Science 1	Externally assessed in January of year 12.
2	Practical Scientific Procedures and techniques	Internally assessed.
3	Science Investigation Skills	Externally assessed in May of year 12.
4	Laboratory Techniques and their Application	Internally assessed.
5	Principles and Applications of Science 2	Externally assessed in June of year 12.
6	Investigative Project	Internally assessed.

Further reading and independent/extension activities

➤	Pearson level 3 BTEC applied science textbooks, workbooks and revision guides.
➤	The Student Room (general advice on managing coursework).
➤	Student resources on Google Classroom.
➤	GCSE science revision and study videos on YouTube (Khan academy, TedEd talks, Bozeman science, the Amoeba Sisters).
➤	Science articles in newspapers or specialist magazine eg New Scientist.

Websites and resource links

➤	https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html
➤	Physics and maths tutor.com (covers all 'A' level sciences).

How can parents/carers support at home

- Encourage students to talk about their studies, what they find difficult, how to research topics and what they hope to achieve in the future.
- Students are not supplied with stationery by the school and will need to learn how to budget for this.

Members of staff	Mr G Jameson (Curriculum Leader) Ms H Gore Mr C Kelly Mrs M Mendraszek
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Creative Media Level 3 BTEC (Pearson)

Key Stage 5 Year 12 2018 - 2019

This qualification is equivalent to 2 A-Levels and is designed to give you a technical understanding of film and television production. You will gain knowledge and skills in areas such as single- and multi-camera techniques, lighting, sound recording and editing to produce practical film and television projects. The qualification is for post-16 learners and is intended as a two-year programme of study, normally in conjunction with one or more qualifications at Level 3. It is aimed at students looking to progress to employment in this sector.

Half Term	Course Content	Assessment information
1	Unit 8: Responding to a Commission	External Assessment
2	Unit 10: Film Production (fiction)	Internal Assessment
3	Unit 19: Scriptwriting	Internal Assessment
4	Unit 20: Single Camera Production	Internal Assessment
5	Unit 18: Storyboarding	Internal Assessment

Further reading and independent/extension activities

➤	Revise BTEC National Creative Digital Media Production Revision Guide Author: Julia Sandford-Cooke, Lesley Davis, Philip Holmes, Sarah Holmes, Daniel Freaker https://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.resources.html?filterQuery=category:Pearson-UK:Publisher%2FPearson
➤	https://www.bbc.co.uk/news/media
➤	Revise BTEC National Creative Digital Media Production Revision Workbook Publisher: Pearson Author: Julia Sandford-Cooke, Lesley Davis, Philip Holmes, Sarah Holmes, Daniel Freaker https://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.resources.html?filterQuery=category:Pearson-UK:Publisher%2FPearson
●	It is strongly recommended that students summer term work experience is within a media industry. Strong connections and links before finishing the course is a fantastic way to secure work or a university place.

Members of staff	Miss L Pegg (Curriculum Leader) Mrs S Duffy Miss D Richards
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Health & Social Care Level 3 BTEC (Pearson)

Key Stage 5 Year 12 2018 - 2019

The BTEC National Extended Diploma and Diploma in Health and Social Care is intended as an applied general qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the health and social care sector. The Diploma is the equivalent of two A-levels and students will take an additional A-level. The Extended Diploma is the equivalent of three A-levels.

Students who gain BTEC qualifications will also earn UCAS points at the same time. Students completing the BTEC qualifications can apply for university places through UCAS - the Universities and Colleges Admissions Service. Further information about UCAS can be obtained from their website www.ucas.com.

Half Term	Course Content	Assessment information
1	Unit 1 Human Lifespan Development Unit 14 Physiological Disorders and their Care	External assessment January 2019 Internal assessment due December 2018
2	Unit 1 Human Lifespan Development Unit 14 Physiological Disorders and their Care	External assessment January 2019 Internal assessment due December 2018
3	Unit 2 Working in Health and Social Care Unit 5 Meeting Individual Care and Support Needs	External assessment Summer 2019 Internal assessment due Summer 2019
4	Unit 2 Working in Health and Social Care Unit 5 Meeting Individual Care and Support Needs	External assessment Summer 2019 Internal assessment due Summer 2019
5	Unit 2 Working in Health and Social Care	External assessment Summer 2019
6	Unit 5 Meeting Individual Care and Support Needs	Internal assessment due Summer 2019

Further reading and independent/extension activities

➤	Documentaries related to Health and Social Care
➤	Newspapers and television news to keep abreast with current Health and Social Care developments
➤	Health and Social Care textbooks

Websites and resource links

➤	https://qualifications.pearson.com
➤	Pearson BTEC National Health and Social Care Student Book 1 and 2

How can parents/carers support at home

- Ensuring that students attend all lessons
- Encourage to students to meet all deadlines
- Discuss progress with students

Members of staff	Mrs B Blanchard (Curriculum Leader) Ms N Hothy Ms N Richards
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GCSE English Language (AQA)

Key Stage 5 Year 12 2018 - 2019

The GCSE English Language course is an intensive one year programme developed to support students who were unable to secure a pass in Year 11. The classes are small and supportive, designed to encourage students to build confidence in their reading, writing and thinking skills. The examination consists of two papers - Paper 1: Explorations in creative reading and writing, Paper 2: Writers' viewpoints and perspectives.

Half Term	Course Content	Assessment information
1	Studying Paper 1 - writing focus	Paper 1 examination
2	Studying Paper 2 - writing focus	Paper 2 examination
3	Studying Paper 1 - reading focus	Paper 1 examination
4	Studying Paper 2 - reading focus	Paper 2 examination
5	Examination technique/revision	Continuous classroom assessment
6	Examination technique/revision	Continuous classroom assessment

Further reading and independent/extension activities

➤	Students are encouraged to read a range of fiction and non-fiction texts outside of the classroom
➤	Keeping up to date with world news and discussing articles with someone at home.
➤	AQA English Language Revision Guide and Workbook are useful in supporting classwork and revision.
➤	Rollercoasters: 19th-Century Fiction and Non-Fiction.
➤	Dickens in context

Websites and resource links

➤	AQA Language revision
➤	How to revise for AQA Language

How can parents/carers support at home

- It is helpful if parents/carers monitor homework assignments and talk to students about what they are doing in class.
- Discussion of current affairs and topical issues is also very important as it encourages students to develop and express their opinions on a range of subjects.
- Be positive about reading! Persuade your son or daughter to read regularly and engage them in discussion.

Members of staff	Mrs A Ahmed (Curriculum Leader) Mrs D King
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GCSE Mathematics (AQA)

Key Stage 5 Year 12 2018 - 2019

This Scheme of Work is written for the recommended guided learning hours of 3 hours per week. The Scheme of Work follows a Five R's teaching approach documented in the course overview; Recall, Routine, Revise, Repeat, Ready.

GCSE Mathematics 1-year Re-sit Routemap (2015 specification)



POST 16

SEPTEMBER				OCTOBER				NOVEMBER	
Wk1 Introduction	Wk2 Fractions, decimals & percentages	Wk3 Ratio: estimation with rounding	Wk4 Conversions & exchange rates/negative numbers	Wk5 Nth term/prime factorisation	Wk6 Consolidation	Wk7 Angle rules/triangles/interior & exterior angles	Holiday	Wk8 Polygons/2d & 3d shapes/symmetry/circles	Wk9 Pythagoras' theorem
NOVEMBER			DECEMBER				JANUARY		
Wk10 Area & volume	Wk11 Introduction to algebra	Wk12 Consolidation	Wk13 Perimeter & scale	Wk14 Averages - mode/charts & graphs	Holiday	Holiday	Wk15 Trigonometry	Wk16 Bearings/area & circumference of a circle	Wk17 Inequalities & indices/similar & congruent shapes
JANUARY		FEBRUARY				MARCH			
Wk18 Consolidation	Wk19 Rotation/reflection/enlargement/translation	Wk20 Surface area & area of compound shapes	Holiday	Wk21 Standard form/loci & constructions	Wk22 Distance/time graphs & scatter graphs	Wk23 Volume of a prism/Venn diagrams	Wk24 Consolidation	Wk25 Probability & relative frequency/proportion	Wk26 Systematic listing/Histograms/growth & decay
APRIL				MAY				JUNE	
Holiday	Holiday	Wk27 Percentages/simple & compound interest	Wk28 Frequency tables; mean, median, mode/further algebra	Wk29 Expanding & factorising expressions	Wk30 Consolidation	Summer Examinations and Revision	Summer Examinations and Revision	Holiday	Summer Examinations and Revision
JUNE			JULY						

Week	Course Content	Assessment information
1	Introduction	Mathswatch/Diagnostic Questions
2	Fractions, decimals & percentages	Mathswatch/Diagnostic Questions
3	Ratio: estimation with rounding	Mathswatch/Diagnostic Questions
4	Conversions & exchange rates/negative numbers	Mathswatch/Diagnostic Questions
5	Nth term/prime factorisation	Mathswatch/Diagnostic Questions
6	Consolidation	Mathswatch/Diagnostic Questions
7	Angle rules/triangles/interior & exterior angles	Mathswatch/Diagnostic Questions
8	Polygons/2d & 3d shapes/ symmetry/circles	Mathswatch/Diagnostic Questions
9	Pythagoras' theorem	Mathswatch/Diagnostic Questions
10	Area & volume	Mathswatch/Diagnostic Questions
11	Introduction to algebra	Mathswatch/Diagnostic Questions

12	Consolidation	Mathswatch/Diagnostic Questions
13	Perimeter & scale/averages	Mathswatch/Diagnostic Questions
14	Mode/charts & graphs	Mathswatch/Diagnostic Questions
15	Trigonometry	Mathswatch/Diagnostic Questions
16	Bearings/area & circumference of a circle	Mathswatch/Diagnostic Questions
17	Inequalities /indices/similar & congruent shapes	Mathswatch/Diagnostic Questions
18	Consolidation	Mathswatch/Diagnostic Questions
19	Rotation/reflection/enlargement/translation	Mathswatch/Diagnostic Questions
20	Surface area & area of compound shapes	Mathswatch/Diagnostic Questions
21	Standard form/loci & constructions	Mathswatch/Diagnostic Questions
22	Distance/time graphs & scatter graphs	Mathswatch/Diagnostic Questions
23	Volume of a prism/Venn diagrams	Mathswatch/Diagnostic Questions
24	Consolidation	Mathswatch/Diagnostic Questions
25	Probability & relative frequency/direct & inverse proportion	Mathswatch/Diagnostic Questions
26	Systematic listing/histograms/growth & decay	Mathswatch/Diagnostic Questions
27	Percentages/simple & compound interest	Mathswatch/Diagnostic Questions
28	Frequency tables; mean, median, mode/further algebra	Mathswatch/Diagnostic Questions
29	Expanding & factorising equations	Mathswatch/Diagnostic Questions
30	Consolidation	Mathswatch/Diagnostic Questions
Further reading and independent/extension activities		
➤	Try a maths puzzle everyday https://plus.maths.org/content/Puzzle	
➤	Practice your mental arithmetic daily (times tables, division facts, adding/subtracting numbers mentally)	
➤	https://www.math-salamanders.com/division-practice.html	
➤	https://www.math-salamanders.com/online-multiplication.html	
➤	https://www.math-salamanders.com/subtraction-practice.html	
➤	https://www.math-salamanders.com/addition-practice.html	
➤ Websites and resource links		
➤	https://corbettmaths.com/	
➤	https://vle.mathswatch.co.uk/	

How can parents/carers support at home

- Be positive about mathematics, regardless of your own experience or feelings towards the subject.
- Ask your son to help with mental arithmetic calculations (estimating/calculating the shopping bill or change, splitting a restaurant bill, calculating sale/percentage items, checking the coverage of paint on walls or carpet on floors etc.)
- Show them what a bank statement looks like, credit card bill, utility/mobile phone/TV bill etc
- Visit the Science museum - Mathematics: The Winton Gallery
- Visit the British museum and print appropriate resources below
http://www.britishmuseum.org/learning/schools_and_teachers/resources/subjects/maths.aspx

**Members
of staff**

Mr K Patel (Curriculum Leader)
Mr A Marashi
Mrs C Hodgson