

Applied Science Level 3 BTEC (Pearson)

Key Stage 5 Year 13 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.

<i>Half Term</i>	Course Content	Assessment information
1	Contemporary Issues in Science	Externally assessed in May of year 13.
2	Physiology of Human Body Systems Human regulation and reproduction	Internally assessed.
3	Genetics and Genetic Engineering Electrical Circuits and their Application	Internally assessed.
4	Industrial Chemical Reactions Materials Science	Internally assessed.
5	Time for catch up and completion of any missed units. Revision for final examinations	

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) Dr R Fellowes Mr C Kelly Mr G Taylor
-------------------------	--

Business Level 3 BTEC

Key Stage 5 Year 13 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 19: Pitching for a New Business</u></p> <ul style="list-style-type: none"> A. Explore potential ideas for a micro-business start-up. B. Develop a business plan for a viable micro-business start-up. C. Carry out a pitch for funding for the chosen micro-business. 	<p>A portfolio comprising research, analysis and risk evaluation that collectively supports a specific recommendation for setting up a new micro-business.</p> <p>A business plan with the detail to enable the pitch to be prepared. Professional presentation with supporting documentation designed to secure potential funding and to stimulate feedback, from which justified modifications to the proposal and pitch can be made.</p>
2	<p><u>Unit 8: Recruitment and Selection Process</u></p> <ul style="list-style-type: none"> A. Examine how effective recruitment and selection contribute to business success. B. Undertake a recruitment activity to demonstrate the processes leading to a successful job offer. C. Reflect on the recruitment and selection process and your individual performance. 	<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. SWOT analysis on performance in their interviewing activity linked to their personal future.</p>
3	<p><u>Unit 6: Principles of Management</u></p> <ul style="list-style-type: none"> A. Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories. B. Apply knowledge and understanding of management and leadership issues to real-life business scenarios. 	<p>This unit is assessed under supervised conditions. Part A is released one week before Part B is scheduled for learners to prepare.</p> <p>Part B is a supervised assessment of three hours taken in a single session during the two-day period timetabled by</p>

	<p>C. Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context.</p> <p>D. Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments.</p>	<p>Pearson. The assessment is set and marked by Pearson.</p>
4	<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> <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.</p>
5	<p><u>Unit 4: Managing an Event</u></p> <p>A. Explore the role of an event organiser.</p> <p>B. Investigate the feasibility of a proposed event.</p> <p>C. Develop a detailed plan for a business or social enterprise event.</p> <p>D. Stage and manage a business or social enterprise event.</p> <p>E. Reflect on the running of the event and evaluate own skills development.</p>	<p>An individual report identifying tasks that would need to be carried out by an event organiser. Summary of skills needed by an event organiser and identification of own personal skills, highlighting areas for development.</p> <p>An individual summary report and group presentation, following a detailed investigation into a range of large and small successful events, to include a justification of the chosen proposal. A detailed plan of the event, identifying critical success factors.</p> <p>Learners must take an active part in staging and managing the event. Evidence of this, such as photographic evidence, witness statements, assessor records, must be presented. A written report recording and evaluating the success of the event in terms of:</p> <ul style="list-style-type: none"> ● meeting event objectives ● achieving targets ● satisfaction survey or feedback from participants

		<ul style="list-style-type: none"> analysis and evaluation of own event-management skills.
6	<p>Unit 7: Business Decision Making</p> <p>A. Demonstrate knowledge and understanding of the concepts, key terms, functions, processes and theories that determine business decisions.</p> <p>B. Apply knowledge and understanding of the factors that influence decision making to real-life business scenarios.</p> <p>C. Analyse and evaluate evidence and data, demonstrating the ability to interpret the potential impact and influence on complex business planning and development problems.</p> <p>D. Be able to recommend business solutions in context with appropriate justification, using a range of evidence to support arguments.</p>	<p>This unit is assessed under supervised conditions. The supervised assessment period is a maximum of three hours. Learners will complete and submit a set task on a case study/business scenario released at the start of the supervised assessment period. The set task is provided and marked by Pearson.</p>
Further reading and independent/extension activities		
➤	<p>BTEC Nationals Business Student Book 1 + Activebook: For the 2016 specifications (BTEC Nationals Business 2016)</p> <p>ISBN-13: 978-1292126241 ISBN-10: 1292126248</p>	
➤	<p>https://www.bbc.co.uk/news/business</p>	
➤	<p>BTEC Nationals Business Student Book 2 + Activebook: For the 2016 specifications (BTEC Nationals Business 2016)</p> <p>ISBN-13: 978-1292126258 ISBN-10: 1292126256</p>	
Websites and resource links		
➤	<p>http://www.beebusinessbee.co.uk/</p>	
➤	<p>https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-1</p>	
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	<p>Miss A McGinty (Curriculum Leader) Mr D Brogden</p>	

Creative Media Level 3 BTEC (Pearson)

Key Stage 5 Year 13 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 3: Digital Media Skills	External Assessment May 2019
2	Unit 21: Multi-camera Production	Internal Assessment
3	Unit 7: Media Enterprise	Internal Assessment
4	Unit 35: Editing Techniques	Internal Assessment
5	Unit 20: Sound Recording	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

Websites and resource links

➤	https://www.broadcastnow.co.uk
---	---

Members of staff	Miss L Pegg (Curriculum Leader) Mrs S Duffy Miss D Richards
-------------------------	---

Photography Level 3 A Level (AQA)

Key Stage 5 Year 13 2018 - 2019

Students are required to work in one or more area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas: Portraiture, landscape photography (working from the urban, rural and/or coastal environment), still life photography (working from objects or from the natural world), documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation, moving image (video, film, animation).

The final A-Level Photography exam consists of two components

- Component 1: Personal Investigation, this is worth 60% of the final exam marks. Students choose a subject of their choice and create a portfolio of work with a commentary.
- Component 2: Externally Set Assignment, this is worth 40% of the final exam marks. Students complete an assessment based on a topic chosen by the exam board.

Below is a brief outline of course content. Course content is for guidance only as students are expected to work independently with the guidance of their teacher.

<i>Half Term</i>	Course Content	Assessment information
1	Component 1: personal investigation. Student create initial photographic responses to a chosen theme and write a draft essay (1000-3000 words) about artists/photographers that interest them and supports their area of study.	Verbal and written feedback throughout. Peer and self assessment in the form of seminars and presentations.
2	Component 1:Personal investigation. Students explore image manipulation techniques to help further extend their area of study. Pupils continue to work on their draft essay.	Verbal and written feedback throughout. Peer and self assessment in the form of seminars and presentations.
3	Component 1:Students prepare for controlled assessment . Essay handed in. Component 2: Externally set task released. Pupils choose theme from list provided by exam board.	Verbal and written feedback throughout. Peer and self assessment in the form of seminars and presentations.
4	Component 2: Pupils develop portfolio of work in response to chosen theme.	Verbal and written feedback throughout. Peer and self assessment in the form of seminars and presentations.
5	Component 2: Students sit controlled assessment for externally set tasks.	Verbal and written feedback throughout. Peer and self assessment in the form of seminars and presentations.
6	Pupils prepare portfolio selecting and presenting most	Verbal and written feedback

	success work.	throughout. Peer and self assessment in the form of seminars and presentations.
Further reading and independent/extension activities		
➤	As part of this course pupils should be completing independent study including gallery and museum visits.	
➤	For extension work and further reading pupils should refer to the Photography handbook issued as part of the course.	
Websites and resource links		
➤	https://www.youtube.com/watch?v=o06L7IUaSLc	
➤	https://www.youtube.com/watch?v=Fdv4k08c60M	
How can parents/carers support at home		
<ul style="list-style-type: none"> As part of this course pupils should be completing independent study including gallery and museum visits. Parents could accompany students on visits to places such as the Photographers gallery, V&A photography collection or the National Portrait Gallery Photography collection to name a few. These institutions are a wealth of information and exhibitions/entry are often free of charge. Students would also benefit greatly from having their own equipment such as a good digital SLR camera, although this is not essential. 		
Members of staff	Mr J Brown (Curriculum Leader)	

GCSE English Language (x)		
Key Stage 5 Year 12 2018 - 2019		
<p>The GCSE English Language course is an intensive one year programme developed to support students who were unable to secure a pass in Year 12. 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.</p>		
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	
<ul style="list-style-type: none"> ● 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 D King

GCSE Mathematics (AQA)
Key Stage 5 Year 13 2018 - 2019
<p>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.</p>

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		
<ul style="list-style-type: none"> ● 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 O Bello Miss C Nathan	

	Mr D Danso Mrs C Hodgson
--	-----------------------------