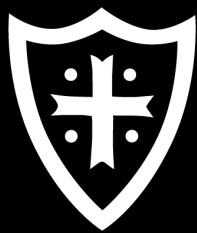


Course
Transition

Bridging the Gap

from School to College



Warlingham
Sixth Form College

Year 11 > Year 12 Transition
Summer Term 2020
BTEC Business

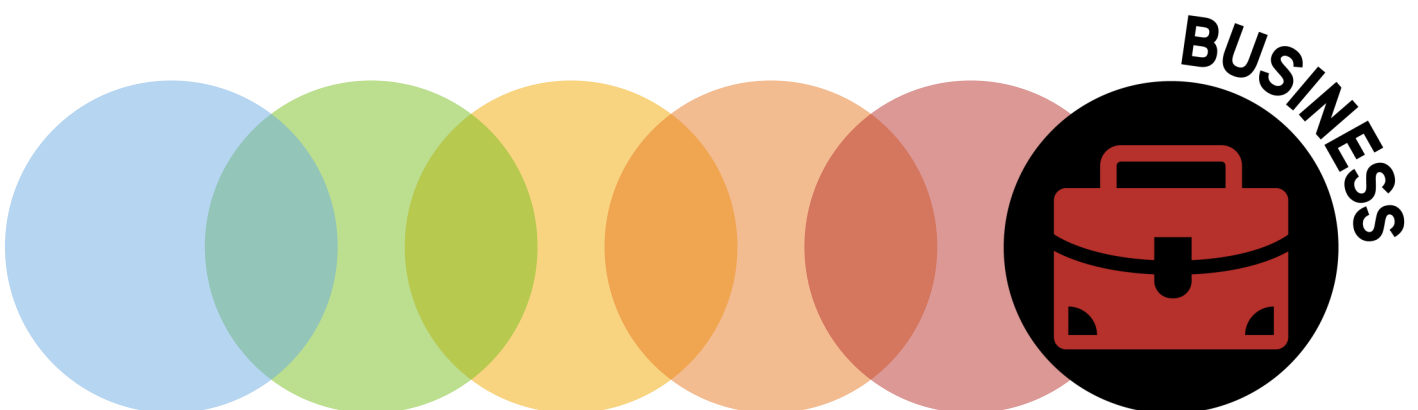












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COURSE OVERVIEW

Title of Course:

Pearson BTEC Level 3 National Extended Certificate in Business (601/7159/5)

Why should I study BTEC Business?

The BTEC Level 3 in Business is the ideal stepping stone to achieving a higher qualification in business and management. The course also provides learners with the opportunity to gain employment in the business sector after graduation. The engaging syllabus of the Level 3 course balances the professional, workplace skills employers are looking for in candidates with academic progression. Once a student has completed the Level 3 qualification, they can progress into employment and/or continue their studies in the same, or a similar vocational area.

Course Overview

Students of the Pearson BTEC Level 3 in Business will enjoy an exciting syllabus that covers topics such as business environments, and marketing and budgeting. Course modules include exploring business, and developing a marketing campaign. There are two externally assessed units (Unit 2 & Unit 3) and two which are internally assessed. This provides a good mix of both forms of assessment and differs from the more traditional structure of the A Level courses offered. In Year 12 students will complete Unit 1 and Unit 2 and in Year 13, Unit 3 and Unit 8.

The BTEC qualification not only prepares you for university, it also helps you to develop skills that you will need in the workplace. Through this course we endeavour to send well-rounded individuals into the workplace with the potential of being successful business men/women.

Course Entry Requirements

A minimum of five GCSEs at grade 4 or above

Assessment Format

- Unit 1: Exploring Business – *Internally-Assessed Compulsory Unit*
- Unit 2: Developing a Marketing Campaign – *External Controlled Assessment Compulsory Unit*
- Unit 3: Personal and Business Finance - *External Exam Compulsory Unit*
- Unit 8: Recruitment, selection and employment – *Internally-Assessed Unit chosen by College*

What can I do afterwards?

Students who complete the course have a variety of options including going on to study a business-related degree or working in the business sector. Alongside A Levels, BTEC Nationals are the most widely-recognised qualification for admission to higher education.



OUR EXPECTATIONS

College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.

Course-specific Expectations for Academic Success

- Attend all lessons. If unable to attend, it is your responsibility to catch up on missed work.
- Always bring class notes and equipment to every lesson so that you are prepared. (This includes: note pad, pen, pencil, ruler, highlighters and scientific calculator.)
- Know your target grade and aim to produce work which exceeds this grade.



OUR EXPECTATIONS

Course-specific Homework Expectations

- Always complete the work on the night set, as next lesson you may need to use the homework for your classwork.
- Most will be given a deadline – ensure this is met as you will specifically need it for that lesson.

Course-specific Independent Learning Expectations

- Always read the news and keep up to date with current Business affairs. (All news outlets have a free app.)
- Always be prepared for lessons - complete the set homework, readings, etc.
- Always amend work, using feedback received, in order to progress.
- Complete relevant extension work after each lesson/topic covered.
- Complete the relevant pages in your 'Knowledge folder' after the relevant topic/lesson has been covered.
- Sign up to and complete online revision using *Seneca Learning*, you will be given a class code during your first lesson. Ensure this is completed regularly.
- Watch YouTube clips of topics that you have recently covered in order to deepen understanding.



USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

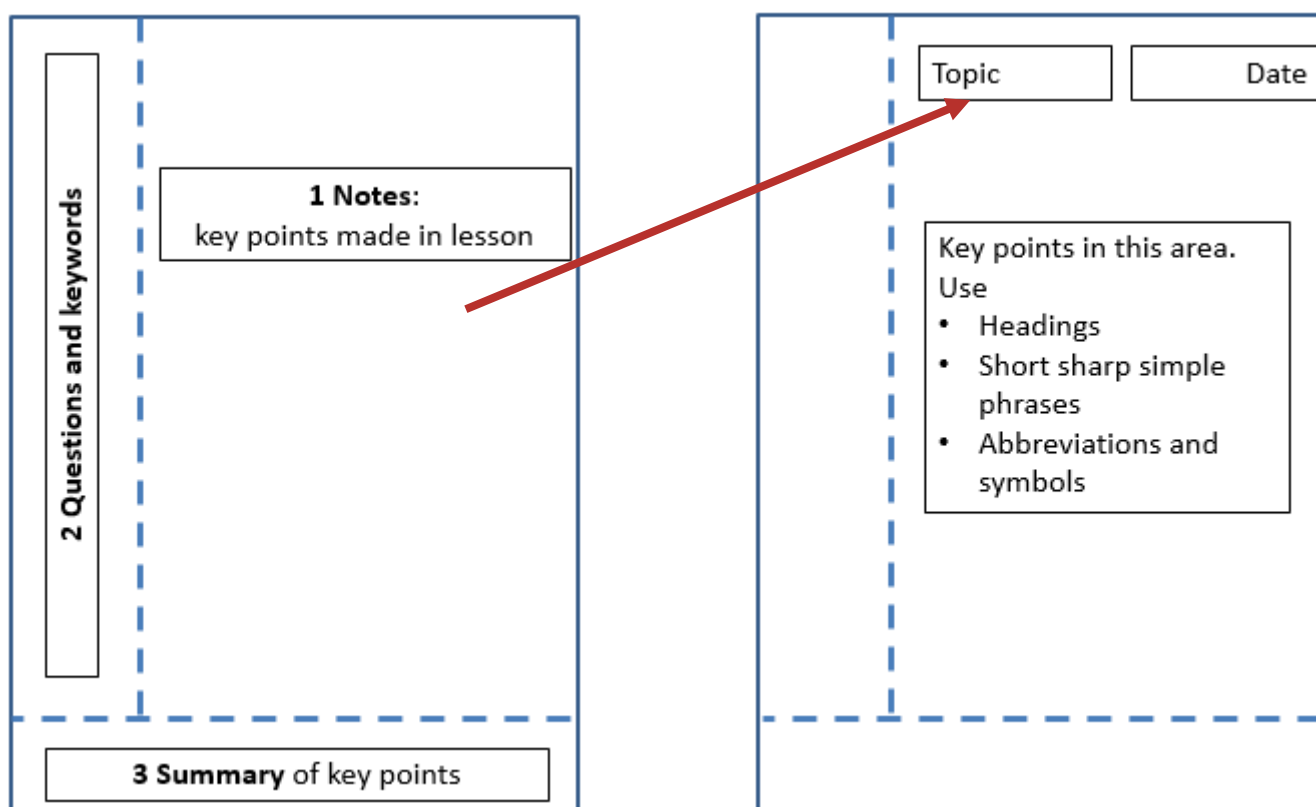
It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.

Note-taking specific to Business

See below for an adapted note-taking template that is favoured in Business courses. Try to employ this structure for any notes that you make.

Divide the page into three areas.



Experiment with colour and underlining:

- Use **red** for a **disadvantage** or **weakness**
- Use **green** for an **advantage** or **strength**
- Underlining adds emphasis e.g. strengths



REVIEW / REVISE

Below are a few topics from GCSE for you to recap and refresh your memory on. These will be covered in the first term in Business.

Unit 1 Topics:

- Business Aims and Objectives
- The Dynamic Nature of Business

<https://www.bbc.co.uk/bitesize/guides/zkhby9q/revision/1>

Unit 2 Topics:

- Market Research
- Market Segmentation

<https://www.bbc.co.uk/bitesize/topics/z46j8xs>

Quantitative Skills

During your first week of BTEC Business lessons, you will complete an initial numeracy assessment. This will assess your ability with basic quantitative skills that you will need to know as the foundations of the course. Please ensure that you know, understand and can perform the following quantitative skills:

- Percentages (increases, decreases and reverse)
- Fractions
- Ratios
- Probability
- Interpreting graphs and charts

You can use the BBC bitesize website to help revise/practice the above topics:

<https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb>



WATCH

How Red Bull got its wings: A case study for Entrepreneurs

Watch the video: <https://www.youtube.com/watch?v=AAVMkuHcGhU> and answer the following questions:

1. How did Red Bull use customer alignment to develop its customer base and increase its appeal to customers?
2. How did Red Bull develop a brand identity and move from an Energy drink company to a marketing and promotions company?

Air Jordan's - How Nike created a brand worth Billions: A case study for Entrepreneurs

Watch the video: <https://www.youtube.com/watch?v=Gcxf2L45LWA> and answer the following questions:

1. What were the main contributing factors in the Nike Air Jordan becoming a world leading brand in basketball. Refer to other competitors and their strategies.
2. Outline the Marketing strategy that Nike used in order to launch the Air Jordan brand, why were these so successful?

YouTube

There are lots of Business YouTube channels that we recommend you subscribe to:

- Taking the Biz: <https://www.youtube.com/channel/UCIIJ4pk3uzyWoeoBkGs0hxQ>
- Tutor2U: <https://www.youtube.com/channel/UCe83jLdZ3PuqVwAHe6B3U2A>
- Two Teachers: <https://www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ>

There are many films, documentaries and programmes relating to all Business content for you to watch. Please see the lists below for a list of recommendations.

BBC iPlayer <https://www.bbc.co.uk/iplayer>

- Inside the Factory
- The Apprentice
- Dragon's Den

Channel 4 <https://www.channel4.com/>

- The Truth about Amazon

Channel 5 / 5 Hub <https://www.my5.tv/>

- Inside – documentary series looking 'inside' various businesses from Harrods, Aldi, Coca-Cola and many more.



LISTEN TO

You need to choose at least one podcast from each of the links below and make notes on what you have listened to. These notes will need to be prepared and handed in during your first BTEC Business lesson in September.

Notes to include:

- Title of podcast
- Why you chose that particular podcast
- The main points/concept of the podcast
- How can you relate this to yourself/your studies
- Whether you would recommend this podcast to someone else and why

1. The World of Business Podcast

<https://www.bbc.co.uk/programmes/p02nrwfk/episodes/downloads>

2. Business As Usual Podcasts:

https://www.youtube.com/channel/UC6ge7hG78ys_wERt4SbZQWg

3. Marketing over coffee:

<https://www.marketingovercoffee.com/>

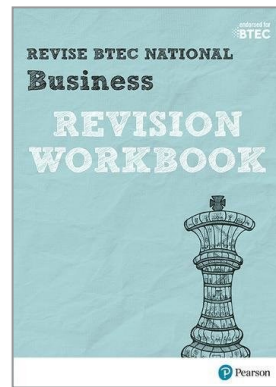
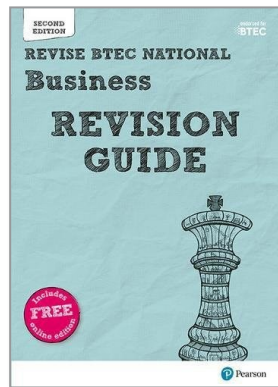
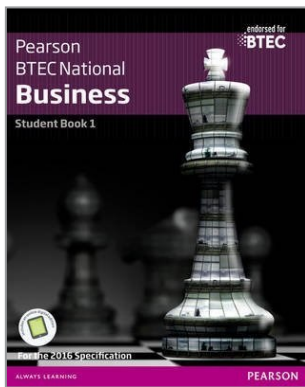


READ

The following are recommended for you to buy. We would always recommend purchasing any book second-hand or borrowing them from your local library.

Textbooks

- Pearson BTEC National Business Student Book 1 (ISBN: 978-1-292-12624-4)
- Revise BTEC National Business Revision Guide (ISBN: 9781292230566)
- Revise BTEC National Business Revision Workbook (ISBN: 9781292150116)



Reading Books

- How to Win at the Sport of Business – Mark Cubin
- The Everything Store: Jeff Bezos and the Age of Amazon – Brad Stone
- Steve Jobs – Steve Jobs
- Lean In – Sheryl Sandberg
- The Trump Card – Ivanka Trump
- Thrive – Arianna Huffington

News

The Financial Times: <https://www.ft.com/>

The Economist: <https://www.economist.com/>

BBC News: <https://www.bbc.co.uk/news/business>

The Guardian: <https://www.theguardian.com/uk/business>

Other

Real-life Business Case Studies: <https://businesscasestudies.co.uk/topics/case-studies/>

Have you ever wondered how to start a business? How the government helps? Well, have a look at the government website and read the different guides there: <https://www.gov.uk/browse/business>



RESEARCH

As well as business knowledge you will need to be able to use IT effectively. Skills you will use and develop are:

- **Internet research** – being discerning, selective and sourcing correctly
- **Word processing** – your coursework will need to be presented using a computer. Being able to use word processing software quickly and in a professional manner will be important
- **Spreadsheets** – you will need to be able to enter data and use spreadsheet skills to create visual ways of representing this data
- **Referencing sources** – this must be done using the Harvard referencing system. Information on how to do this can be found here <https://www.ukessays.com/referencing/harvard/>

Unit 1

Throughout Unit 1, you will be completing both research and various assignments that will be based on two businesses. These businesses have to be very different from each other. However, before you decide on your chosen businesses, you will have to be able to find out the following facts about them. You will therefore need to understand what the following terms mean.

You must create a glossary by researching the terms mentioned below (that are in bold). The following website will be very helpful with this: <https://www.tutor2u.net/business>.

Once you have completed this, you will then need to research different businesses and find this information out about them. In September, you will then discuss your findings as a class.

- **Name of Business**
- **Private, Public or Not-for-profit**
- **Business Ownership** (Sole trader, Partnership, Ltd, PLC, Cooperative, Franchise)
- **Liability** (Limited Liability or Unlimited Liability)
- **Sector** (Primary, Secondary, Tertiary, Quaternary)
- **Scope of the Business** (Local, National, International)
- **Size of the Business** (Micro, Small, Medium, Large)

Unit 2

Throughout Unit 2, you will be learning what a marketing campaign is and eventually creating one for a chosen business scenario. You must therefore research:

- What a marketing campaign is. (Find at least five examples of marketing campaigns from different businesses.)
- The Business / Brand
- What is the campaign message?
- Who is the audience / target market?



COMPLETE

In addition to the tasks throughout this booklet you will also need to complete the following:

Sign up to Seneca Learning (<https://www.senecalearning.com/en-GB/>).

Select the class course: Business: BTEC Level 3

Complete the following tasks on [Seneca Learning](#):

- 1 Exploring Business: 1.1 Features of Business Organisations
- 2 Marketing Campaigns: 2.1 Marketing

Business Articles

Collect six interesting business articles from any of the reading sources provided (or any other source). Summarise each article in one or two paragraphs. Answer the following questions:

- How does this news affect business?
- Who does it affect? E.g. all businesses, all consumers, businesses in x industry, low income consumers.
- Does this have a long-term impact? If so, what is it?

Future Learn

Complete a Future Learn course: <https://www.futurelearn.com/> These are online courses that you can complete in your own time but will receive a certificate afterwards; something to enhance your CV! Millions of people around the world complete them and they are run by experts. Below are some Business suggestions:

- <https://www.futurelearn.com/courses/create-a-social-media-marketing-campaign>
- <https://www.futurelearn.com/courses/effective-networking>
- <https://www.futurelearn.com/courses/managing-innovation>
- <https://www.futurelearn.com/courses/digital-skills-social-media>
- <https://www.futurelearn.com/courses/digital-skills-web-analytics>



APPENDICES / RESOURCES

Look over the keywords list below and on the next page. These are part of the common language we use in the Business BTEC course.

You will be expected to know and understand these.

You will learn that each command word will have a weighted mark for them for exam questions / coursework criteria.

Word	Explanation
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none">• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts; and/or• of information or data to interpret and study key trends and interrelationships.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of
Communicate	Learners are able to convey ideas or information to others.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none">• a theme or topic;• how they interrelate; and• the extent to which they are important. A conclusion is not required
Demonstrate	Learners show knowledge and understanding.
Develop	Learners grow or progress a plan, ideas, skills and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects, such as: <ul style="list-style-type: none">• strengths or weaknesses• advantages or disadvantages• alternative actions• relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be



APPENDICES / RESOURCES

Word	Explanation
Explore	Skills and/or knowledge involving practical research or testing.
Examine	Knowledge with application where learners are expected to select and apply to less
Identify	Learners indicate the main features or purpose of something by recognising it and/or being
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and
Justify	Learners give reasons or evidence to: • support an opinion; or • prove something right or
Report	Learners can adhere to protocols, codes and conventions where, findings or
Research	Learners proactively seek information from primary and secondary sources.
Undertake /	Learners use a range of skills to perform a task, research or activity.

Level 3 BTEC Business Specification

Here you will find a list of topics, criteria and all of the units broken down: <https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>