

Roundwood Park School



KS5 BTEC Information Technology (Pearson)

The objectives of this qualification are to give learners the opportunity to:

- Develop their knowledge and skills in IT systems, systems management and social media in business.
- To progress to further study in the IT sector or other sectors.
- Allow progression to a variety of degrees, when combined with other suitable Level 3 qualifications

Learners will study three mandatory units:

- Unit 1: Information Technology Systems (synoptic)
- Unit 2: Creating Systems to Manage Information
- Unit 3: Using Social Media in Business.

This qualification includes the optional unit: Unit 6: Website Development.

This qualification will enable students to develop their understanding and creativity in a number of different disciplines. **Unit 1** will allow students:

- To be aware of and fully understand the implications and actions of using Information Technology systems within the modern world
- and how they are applied to a variety of situations, both within the working environment as well as the home/leisure setting.
- They will look at how computer technology has an impact on working and learning as well as the knock-on effects on society and individuals.
- Students will also develop their understanding of the infrastructure behind the technology and how this has developed over the years and the profound implications it has had on countries and different geographical areas in the world.
- Students will discover the importance of security and how it is applied to data both on an individual level and on a national level.
- Combined with aspects of Cyber security, students will gain a wider appreciation of how and why data security is vital in our connected world.

Along with all aspects of IT systems, students will get 'hands on' experience using relational database software and how they are created in **Unit 2**. Students will:

- develop a firm understanding in database technology and theory to create and manage their own database structures.

Students will also experience how to create a social media campaign and apply it to a product or service in **Unit 3**. Students will:

- Carry out an extensive piece of research that they will undertake in order to understand how and why SM platforms are used in a business environment
- Using their research, students will develop their own marketing strategy and apply it to their given client.
- They will evaluate and modify their plans to suit the needs of their client

This work will go hand in hand with another practical element which looks at how websites are developed for a client. In **Unit 6**, once again, students will:

- undertake research into the various aspects of website design
- use this acquired knowledge to develop their own website for a specific client.
- Students will design and develop their website in consultation with their client and take on board any changes that will be needed based on the clients' needs.

Rationale

This plan is based on:

- Previous learning that students have undertaken at KS4 (iMedia or Computer Science)
- To provide an engaging IT based qualification for students to develop their skills for work or further education
- To provide a wider access to students without prior IT or Computer Science qualifications
- Providing an optional unit that build upon each other in scope and challenge
- Using the knowledge and experience of staff within the department to deliver successful outcomes

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills including:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

Course Overview BTEC Extended Certificate – 2019-2021 Cohort M

Year Group

12

13

Autumn Term

(Until Jan Exams)

Unit 2 Developing a
Marketing Campaign

Unit 3 Personal and
Business Finance

Spring Term

**Unit 1 Exploring
Business**











**Unit 14: Investigating
Customer Service
or
Unit 8: Recruitment
and Selection process**

Summer Term

Complete Unit 1 then
Unit 3 Personal and
Business Finance

**Unit 14: Investigating
Customer Service
or
Unit 8: Recruitment
and Selection process**

BTEC Super-Curricular

 <p>Complete this Quiz which tests you on the business news and events of the week</p> <p>Biz Quiz <i>Tutor2U – you will need to scroll to latest quiz</i></p>	 <p>Listen to this radio programme about how the marketing industry uses our sense of guilt to influence what we buy.</p> <p>Marketing: The Power of Shame <i>BBC Sounds</i></p>	 <p>Read articles about business in a challenging publication (Some currently free)</p> <p>The Economist Business section <i>The Economist</i></p>	 <p>Watch this talk which explores how targeting gender fails to drive businesses forward.</p> <p>Why gender-based marketing is bad for business <i>TED Talk – Gaby Barrios</i></p>
 <p>Listen to this podcast series from Business teachers about topics you study at ALevel and BTEC</p> <p>Business as Usual Podcast <i>Business as Usual Team</i></p>	 <p>Watch this documentary which explores the impacts on a factory when it is reopened by a Chinese company (Needs subscription or free trial)</p> <p>The American Factory <i>Netflix</i></p>	 <p>Listen to an Audiobook Biography about an entrepreneur (Audible currently offering free trial)</p> <p>Audible Business Leaders Biographies <i>Various Authors</i></p> <p><i>Suggestions to choose:</i> <i>Sophia Amoruso – Nasty Girl, Jack Ma – Alibaba, Mark Randolph – Netflix, Phil Knight – Nike and Anita Roddick – Body Shop.</i></p>	
 <p>Watch this video and read the information on how to avoid plagiarism</p> <p>Avoiding plagiarism <i>Raimo Streefkerk</i></p>	 <p>Download this software for recording sources online and citing them in word</p> <p>Zotero <i>Zotero</i></p>		 <p>Watch this talk from a successful start-up founder, where he explains the surprising result of his research.</p> <p>The single biggest reason why start-ups succeed <i>TED Talk – Bill Gross</i></p>

BTEC Curriculum Plan

Note: due to the number of units, total qualification time, regular adaptation to learners, staff availability and complexity of the course it is not possible to match our other plans with the level of detail in what is taught. Please refer to the specification, assignments and assessment plan for these.

Specification can be found [here](#)

Assessment Plans and Assignments can be found on [MyBTEC](#)

Colour Key

Mandatory Introductory Internal Unit - 1		Mandatory Internal Synoptic Unit 4 5	
Mandatory External Unit 3 6		Optional Internal Unit 8 14	
Mandatory External Synoptic Unit 2			

Unit 1 - Exploring Business	Assessment
Learning aim A: Explore the features of different businesses and analyse what makes them successful A1 Features of businesses A2 Stakeholders and their influence A3 Effective business communications Learning aim B: Investigate how businesses are organised B1 Structure and organisation B2 Aims and objectives	Internal assessment Unit 1 Assignment 1
Learning aim C: Examine the environment in which businesses operate C1 External environment C2 Internal environment C3 Competitive environment C4 Situational analysis Learning aim D: Examine business markets D1 Different market structures D2 Relationship between demand, supply and price D3 Pricing and output decisions	Unit 1 Assignment 2
Learning aim E: Investigate the role and contribution of innovation and enterprise to business success E1 Role of innovation and enterprise E2 Benefits and risks associated with innovation and enterprise	Unit 1 Assignment 3

Unit 2 - Developing a Marketing Campaign	Assessment
<p>Learning aim A: Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign</p> <p>A1 The Role of marketing</p> <p>A2 Influences on marketing activity</p> <p>Learning aim B: Using information to develop the rationale for a marketing campaign</p> <p>B1 Purpose of researching information to identify the needs and wants of customers</p> <p>B2 Market research methods and use</p> <p>B3 Developing the rationale</p> <p>Learning aim C: Planning and developing a marketing campaign</p> <p>C1 Marketing campaign activity</p> <p>C2 Marketing mix</p> <p>C3 The Marketing campaign</p> <p>C4 Appropriateness of marketing campaign</p>	<p>External assessment</p> <p>A01 Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions</p> <p>A02 Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns</p> <p>A03 Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances</p> <p>A04 Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments</p> <ul style="list-style-type: none"> • Part A is released two weeks before Part B is scheduled for learners to carry out research. • Part B a supervised three-hour assessment timetabled by Pearson. • The assessment is set and marked by Pearson

Unit 3 - Personal and Business Finance		Assessment
Section A Personal Finance Learning aim A: Understand the importance of managing personal finance A1 Functions and role of money A2 Different ways to pay A3 Current accounts A4 Managing personal finance		External assessment A01 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. Marks: ranges from 1 to 4 marks A02 Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios. Marks: ranges from 2 to 12 marks A03 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context. Marks: ranges from 6 to 12 marks A04 Evaluate how financial information and data can be used, and interrelate, in order to justify. Marks: ranges from 6 to 12 marks <ul style="list-style-type: none">• Written examination.• 2 Hours.• Marks for the examination is 80. <ul style="list-style-type: none">• Section A contains questions on the personal finance unit content and approximately one-third of the marks.• Section B contains questions on the business finance unit content and approximately two-thirds of the marks.
Learning aim B: Explore the personal finance sector B1 Features of financial institutions B2 Communicating with customers B3 Consumer protection in relation to personal B4 Information guidance and advice		
Section B Business Finance Learning aim C: Understand the purpose of accounting C1 Purpose of accounting C2 Types of income C3 Types of expenditure		
Learning aim C: Understand the purpose of accounting C1 Purpose of accounting C2 Types of income C3 Types of expenditure Learning aim D: Select and evaluate different sources of business finance D1 Sources of finance		
Learning aim E: Break-even and cash flow forecasts E1 Cash flow forecasts E2 Break-even analysis		

Learning aim F: Complete statements of comprehensive income and financial position and evaluate a business's performance (Sole traders)

F1 Statement of comprehensive income

F2 Statement of financial position

F3 Measuring profitability Calculation, interpretation, analysis and evaluation

F4 Measuring liquidity Calculation, interpretation, analysis and evaluation

F5 Measuring efficiency Calculation, interpretation, analysis and evaluation

F6 Limitations of ratios

Unit 4 - Managing an Event	Assessment
Learning aim A: Explore the role of an event organiser A1 Different tasks needed to be completed by an event organiser A2 Different skills needed by an effective event organiser A3 Common formats for skills audit collection	Internal assessment Unit 4 Assignment 1
Learning aim B: Investigate the feasibility of a proposed event B1 Different types of event, and the factors affecting success B2 Feasibility measures and critical success factors Learning aim C: Develop a detailed plan for a business, or social enterprise event C1 Event planning and the use of planning tools C2 Factors to be considered, including budgets, resources and contingency planning	 Unit 4 Assignment 2
Learning aim D: Stage and manage a business or social enterprise event D1 Management of the event D2 Problem solving	Unit 4 Assignment 3

Unit 5 - International Business	Assessment
<p>Learning aim A: Explore the international context for business operations</p> <p>A1 International business</p> <p>A2 Financing of international business</p> <p>A3 Support for international business</p> <p>Learning aim B: Investigate the international economic environment in which business operates</p> <p>B1 Globalisation</p> <p>B2 International trading blocs</p> <p>B3 Barriers to international business</p>	<p>Internal assessment</p> <p>Unit 5 Assignment 1</p>
<p>Learning aim C: Investigate the external factors that influence international businesses</p> <p>C1 External influences</p> <p>C2 International business support systems</p> <p>Learning aim D: Investigate the cultural factors that influence international businesses</p> <p>D1 Cultural factors</p> <p>D2 Impact of cultural factors</p>	<p>Unit 5 Assignment 2</p>
<p>Learning aim E: Examine the strategic and operational approaches to developing international trade</p> <p>E1 Strategies for operating internationally</p> <p>E2 Resource considerations</p>	<p>Unit 5 Assignment 3</p>

Unit 6 - Principles of Management	Assessment
Learning aim A: The definitions and functions of management A1 Definitions of management and leadership A2 Functions of management and leadership A3 Business culture	External assessment A01 Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories A02 Apply knowledge and understanding of management and leadership issues to real-life business scenarios A03 Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context A04 Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments <ul style="list-style-type: none"> • Part A is released one week before Part B • Part B a supervised assessment three-hour session timetabled by Pearson • The assessment is set and marked by Pearson <p>The number of marks for the unit is 88.</p>
Learning aim B: Management and leadership styles and skills B1 Management and leadership B2 Management and leadership skills	
Learning aim C: Managing human resources C1 Human resources C2 Human resource planning	
Learning aim D: Factors influencing management, motivation and performance of the workforce D1 Motivation in the workplace D2 Techniques to meet skills requirements D3 Training and development D4 Performance appraisal	
Learning aim E: Impact of change E1 Managing change	
Learning aim F: Quality management F1 Quality standards F2 Developing a quality culture F3 The techniques and tools of quality management F4 The importance and benefits of quality management	

Unit 8 - Recruitment and Selection Process	Assessment
Learning aim A: Examine how effective recruitment and selection contribute to business success A1 Recruitment of staff A2 Recruitment and selection process A3 Ethical and legal considerations in the recruitment process	Internal assessment Unit 8 Assignment 1
Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer B1 Job applications B2 Interviews and skills	Unit 8 Assignment 2
Learning aim C: Reflect on the recruitment and selection process and your individual performance C1 Review and evaluation C2 SWOT analysis and action plan	

Or/and (one of unit 8 or 14 to be taken on Extended Certificate, two of unit 8,14 or 19 to be taken on Diploma)

Unit 14 - Investigating Customer Service	Assessment
Learning aim A: Explore how effective customer service contributes to business success A1 Customer service in business A2 Customer expectations and satisfaction A3 Benefits of building customer relationships A4 Customer service legislation and regulations	Internal assessment Unit 14 Assignment 1
Learning aim B: Investigate the methods used to improve customer service in a business B1 Monitoring and evaluating customer service provision B2 Indicators in improved performance	Unit 14 Assignment 2
Learning aim C: Demonstrate customer service in different situations, using appropriate behaviours to meet expectations C1 Customer service skills and behaviours C2 Dealing with customer service requests and complaints C3 Individual skills audit and development plan	

Or/and (one of unit 8 or 14 to be taken on Extended Certificate, two of unit 8,14 or 19 to be taken on Diploma)

Unit 19 – Pitching a Business		Assessment
Learning aim A: Explore potential ideas for a micro-business start-up A1 Exploration of ideas for a micro-business start-up A2 Models for business opportunities A3 Factors to be considered when setting up a micro-business	Learning aim B: Develop a business plan for a viable micro-business start-up B1 Market analysis and planning B2 Legal aspects B3 Financial aspects B4 Evaluation	Internal assessment Unit 19 Assignment 1
Learning aim C: Carry out a pitch for funding for the chosen micro-business C1 Documents and materials for pitch to audience C2 Professional presentation skills demonstrated in the pitch C3 Review and evaluation of the pitch		

Year / term	Unit of work: STh	Unit of work: MHa	Assessment
Year 12 Autumn Term	Focus: Unit 2 – Databases Learning Aim A: A The purpose and structure of relational database management systems Learning Aim B: Standard methods and techniques to design relational database solutions AO1 Demonstrate knowledge of database development terminology, standards, concepts and processes	Focus: Unit 3 – Social Media Learning Aim A: Explore the impact of social media on the ways in which businesses promote their products and services	Weekly interleaved learning and questioning. End of unit assessments / Examinations

	AO2 Apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief		Weekly interleaved learning. End of unit assessments
Super Curricular	<u>Read:</u> <u>Watch:</u> <u>Research:</u>	<u>Read</u> <u>Watch:</u> <u>Research:</u>	

Year / term	Unit of work: STh	Unit of work: MHa	Assessment
Year 12 Spring Term	Focus: Unit 2 – Databases Learning Aim C: Creating a relation database structure Learning Aim D: Evaluating a database development project AO3 Analyse information about database problems and data from test results to optimise the performance of a database solution AO4 Evaluate evidence to make informed judgements about the success of a database's design and performance AO5 Be able to develop a database solution to meet a client brief with appropriate justification	Focus: Unit 3 – Social Media Learning Aim B: Develop a plan to use social media in a business to meet requirements Learning Aim C: Implement the use of social media in a business	Weekly interleaved learning. End of unit assessments
			Weekly interleaved learning. End of unit assessments
Super Curricular	<u>Read:</u> <u>Watch:</u> <u>Research:</u>	<u>Read</u> <u>Watch:</u> <u>Research:</u>	

Year / term	Unit of work: MHa	Unit of work: MHa	Assessment
Year 12 Summer Term	Focus: Unit 1 – Information Technology Systems AO1 Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes AO2 Apply knowledge and understanding of information technology terms, standards, concepts and processes AO3 Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context AO4 Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems AO5 Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems		
	A: Digital devices in IT systems	C: Operating online	Weekly interleaved learning. End of unit assessments
Super Curricular	<u>Read:</u> <u>Watch:</u> <u>Research:</u>	<u>Read</u> <u>Watch:</u> <u>Research:</u>	

Year / term	Unit of work: MHa	Unit of work: MHa	Assessment
Year 13 Autumn Term	Focus: Unit 1 – Information Technology Systems B: Transmitting data F: Issues	Focus: Unit 1 – Information Technology Systems D: Protecting data and information E: Impact of IT systems	Weekly interleaved learning. End of unit assessments
Super Curricular	<u>Read:</u> Daniel Hillis, W (1999) The Pattern On The Stone: The Simple Ideas That Make Computers Work Kubica, J (2012) Computational Fairy Tales <u>Watch:</u> Google and the world brain (2013); ex_machina (2014); Snowden (2016), Terms and Conditions may apply (2013), Do you trust this computer? (2018) <u>Research:</u>	<u>Read</u> Kubica, J (2012) Computational Fairy Tales <u>Watch:</u> <u>Research:</u>	

Year / term	Unit of work: MHa	Unit of work: MHa	Assessment
Year 13 Spring Term	Focus: Unit 6 – Website Development <ul style="list-style-type: none">Developing skills in: Web authoring software CSS HTML Website analysis Principle of website design	Focus: Unit 6 – Website Development <ul style="list-style-type: none">Learning Aim A: Understand the principles of website developmentLearning Aim B: Design a website to meet client requirementsLearning Aim C: Develop a website to meet client requirements	Weekly interleaved learning. Assignments
Super Curricular	<u>Read:</u> <u>Watch:</u> <u>Research:</u>	<u>Read</u> <u>Watch:</u> <u>Research:</u>	

Year / term	Unit of work: Teacher A	Unit of work: Teacher B	Assessment
Year 13 Summer Term	Focus – Any Resits for students	Focus – Any Resits for students	As required
Super Curricular	<u>Read:</u> <u>Watch:</u> <u>Research:</u>	<u>Read:</u> <u>Watch:</u> <u>Research:</u>	