

Gleniffer High School Business & Computing Faculty

BGE Course Overviews

| S1 ICT | |
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| Unit | Description/Content Covered |
| File Management | This unit covers logging in, the importance of giving suitable names to files and organising user drives using folders. It also briefly covers the Computer Misuse Act. |
| Internet Safety | This unit covers keeping yourself safe online, in particular on Social Media. It also covers how to keep your computer device safe. |
| Computer Systems | This unit covers the hardware that makes up a computer system and the software required to perform a variety of tasks. |
| Presenting Information | This unit covers word processing, presentations and sound editing. Pupils learn to type formal business letters, create tables, leaflets and posters as part of the word processing topic. In the presentation topic they learn to use the tools available in a presentation package to create engaging presentations. Finally in sound editing they use sound editing software to capture and modify audio. |
| Think Business | This unit covers the core principles of business, including decision making, business values, investigating entrepreneurs as well as a group project task that involves pupils inventing their own business idea and pitching it to the rest of the class. |
| Data Handling | This unit covers organising and manipulating data using spreadsheet and database software. Pupils learn how to search and sort data efficiently in a database and basic calculations, formatting and how to create charts in a spreadsheet. |
| Introduction to Programming | This unit covers the basics of software programming through familiar contexts using the code.org website. Pupils create a variety of games on the site and take part in “unplugged” lessons that teach them the fundamentals of coding. |
| Assessment | <p>Pupils are assessed regularly through:</p> <ul style="list-style-type: none"> • Homeworks for each topic • End of unit summative practical assessments • End of year written test • Frequent formative assessment (such as Quizizz) |

S2 Computing Science

| Unit | Description/Content Covered |
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| Graphics | This unit covers creating bitmap and vector graphics and understanding how they are stored by the computer. Pupils use graphics packages to create new graphics and modify sourced graphics. It also covers the Copyright, Design & Patents Act. |
| Animation | This unit covers the different categories of animation and the key animation terms. Pupils use a variety of software to create stop-frame and key-frame animations using animation techniques such as onion skinning, key frames and tweening. |
| Games Programming | This unit continues on from the Introduction to Programming unit in S1. Pupils create a variety of games using the Scratch platform before designing, implementing and testing their own game project. |
| Introduction to Web Design | This unit covers the fundamentals of web design. Pupils are introduced to HTML and some basic CSS and use these languages to create web pages. They also learn the importance of designing web pages before they are implemented and how to successfully test and evaluate websites. |
| Computer Systems | This unit is integrated across the other units throughout the year. As part of the Computer Systems unit, pupils learn how data is stored in and processed by the computer. |
| Assessment | Pupils are assessed in the following ways: <ul style="list-style-type: none">• Homeworks for each unit• End of unit summative practical assessments• End of unit written tests• Frequent formative assessment (such as Quizizz) |

S3 Computing Science

| Unit | Description/Content Covered |
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| Games Programming | This unit builds on the skills developed in S2. Pupils create a wide array of challenging games, using Build Your Own Blocks software to implement procedures. An end of unit project is completed which involves pupils undertaking the analysis, design, implementation, testing and evaluation stages of the Software Development Cycle. |
| Data Representation, Networking & Security | This unit is composed of smaller integrated topics. Pupils learn how graphical, textual and numerical data is stored by a computer system, in particular focusing on binary and ASCII. In the networking topic, they take part in a practical workshop that teaches them how a computer network operates. Pupils learn about protocols, DNS, TCP/IP and data packets. The security topic focuses on the main security risks |

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| | (e.g. hacking, malware, etc.) and how to prevent them, in particular focusing on encryption. An encryption workshop teaches pupils how to encrypt data using a rail cipher. |
| Emerging Technologies | This short topic is completed as part of a research task in which pupils identify an area of emerging technology and write a short report about it, assessing their literacy and research skills. |
| Database Systems | This unit builds on the database skills pupils achieve in S1. Pupils learn how to create calculated fields and how to create a user interface for a database using a form. Pupils complete a database project based on Instagram, which teaches them databases using a familiar context. They then learn the limitations of a flat file database and how to implement a relational database, making use of primary and foreign keys. |
| Web Design | This unit builds on the skills pupils achieve in S2. Pupils learn more advanced HTML and can create external stylesheets using CSS and apply them to multiple web pages. They complete a project task which involves a website with two pages, including an HTML form. |
| App Development | This short topic introduces pupils to app development, using the App Lab coding environment available on the Code.org website. Pupils create a voting app using JavaScript in the form of blocks. |
| Programming | As part of this unit, pupils implement familiar coding constructs using a text-based language. Pupils learn about the different variable data types, assignment, concatenation, repetition constructs, selection constructs and the importance of sequence in code. Pupils also learn how to create solutions to a problem using the main stages of the Software Development Cycle, in particular focusing on the design stage using Pseudocode. |
| Assessment | <p>Pupils are assessed in the following ways:</p> <ul style="list-style-type: none"> • Homeworks for each unit • End of unit summative practical assessments • End of unit written tests • Frequent formative assessment (such as Quizizz) • S3 end of year exam |

S2 Business

| Unit | Description/Content Covered |
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| Ethics | In this unit, pupils look at ethical considerations and the impact these can have on a business. The unit covers environmental issues, ethical packaging, Fairtrade and zero-hour contracts. |
| Finance and Budgeting | In this unit, pupils learn about the need for budgeting, budgeting tools and methods for managing finances. They look at cash budgets, bank accounts, credit cards, debit cards, loans and interest. Pupils also learn about start-up capital and the ways in which this could be financed. The pupils will also develop their practical skills using spreadsheet software. |
| Types of Businesses | In this unit, pupils will learn how different types of business operate. Pupils will look at a range of business types from each of the three sectors of the economy and look at how these businesses meet customers' needs and wants. Pupils will learn about business objectives and how these can differ between sectors. |
| Marketing | In this unit, pupils learn about the techniques businesses can use to effectively market their products. Pupils learn about branding, market research, the marketing mix and advertising. |
| Operations | In this unit, pupils learn about different production methods including job, batch and flow. They learn about globalisation of trade including the challenges and benefits this brings, and they look at the Fairtrade agreement. |
| Project | The project aims to give pupils the opportunity to demonstrate their learning from areas across the course. They are asked to come up with a business idea, carry out market research, develop their product idea, select appropriate price, places and promotion, and they have to present this to the class. |
| Assessment | Pupils are assessed in the following ways: <ul style="list-style-type: none">• Homework for each unit• End of unit written tests• Project• Frequent formative assessment (such as Quizizz) |

S3 Business

| Unit | Description/Content Covered |
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| Stakeholders | In this unit, pupils explore the variety of internal and external stakeholders that have an interest in different organisations. Furthermore, the pupils will explore the influence that these different stakeholders can have on the operations of an organisation. |
| Organisational Structures | In this unit, pupils explore the different functional departments in organisations, looking at their roles and responsibilities. Pupils will also review the different relationships between employees, for example lateral and line relationships. Furthermore, pupils will also discuss the use of hierarchical and flat structures. |
| Decision Making | In this unit, pupils review the different types of strategic, tactical and operational decisions taken by organisations. Furthermore, they will begin to explore the internal and external factors which impact and influence these decisions. |
| Types of Business | In this unit, pupils look in more detail at the different types of sectors that organisations operate in (private, public and voluntary). Furthermore, the S3 course looks more in-depth at the different forms that organisations can take (sole trader, partnership, public/private limited companies). |
| Sources of Finance | In this unit, pupils review the different internal and external sources of finance available to organisations. Furthermore, pupils build on their knowledge from S2 by reviewing different elements of personal finance such as budgeting, savings accounts, interest rates and borrowing and spending. |
| Business Ethics | Throughout this unit, pupils explore the use of alternative fuels, teleworking and Fairtrade, looking at the benefits for our planet. In addition, pupils review the responsibly that organisations have when looking after their employees. This unit builds on the topics introduced in the S2 course. |
| Why Businesses Fail | This units introduces ideas such as supply and demand, along with the impact that recessions can have on organisations and a country as a whole. Pupils are encouraged to research real business examples to broaden their understanding. |
| Marketing | In this unit, pupils build on their knowledge from the S2 course through exploring more about the different types of market research. Furthermore, pupils look at the power of branding and the way that businesses can develop successful brands, through their use of the Marketing Mix. |
| Customer Service | In this unit, pupils look at mission statements and customer care policies used by different businesses, and the positive impact that they can have. Furthermore, pupils look at the way in which businesses can measure and maintain high levels of customer service. Lastly, pupils look at the benefits of creating customers who are loyal to their business. |
| Assessment | <p>Pupils are assessed in the following ways:</p> <ul style="list-style-type: none"> • Homework for each unit |

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| | <ul style="list-style-type: none"> • End of unit written tests • Throughout all of the units, pupils are encouraged to develop their research and literacy skills. Therefore, assessment of progress is also gaged through business reports produced by the pupils. • Frequent formative assessment (such as Quizizz) |
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S3 Administration and IT

| Unit | Description/Content Covered |
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| Practical Units | |
| Word Processing | In this unit, pupils develop skills in creating and editing a variety of business documents. For example: letters, itineraries, reports, minutes, agendas and leaflets. |
| E-diary | In this unit, pupils learn how to use electronic diaries, creating appointments and reminders. |
| E-mail | In this unit, pupils develop skills in sending e-mails, with attachments and signatures. Furthermore, they explore the layout of e-mails and the use of different features such as: reply all, forwarding, high priority and read receipts. |
| PowerPoint | In this unit, pupils develop skills in creating a variety of presentations. They look at how to use designs, animations, transitions and formatting to enhance the presentation. Furthermore, they explore how to embed other pieces of data from different sources, such as charts and pictures. |
| Spreadsheets | In this unit, pupils develop skills in creating and editing spreadsheets. They explore the different formulae and functions which can be used, along with the charts that can be created. |
| Databases | In this unit, pupils develop skills in creating and editing databases. They explore how to search a database for specific information and how to create forms and reports. |
| Desktop Publisher | In this unit, pupils explore how to create a variety of documents such as: certificates, tickets, business cards, posters, leaflets and newsletters. They use the different features of the software to enhance their publications. |
| Mail Merge | In this unit, pupils look at how to merge a list of information from a spreadsheet or database with a variety of documents. For example, they explore how to create a business letter with fields which link to a list of names and addresses. |
| Internet Research | In this unit, pupils develop skills in navigating around a variety of internet sources. For example, pupils will learn about how research train times, hotels and restaurants. This allows pupils to understand the features of reliable sources of information. |
| Theory Units | |
| Admin Practices | In this unit, pupils learn about different types of working conditions, such as full-time, part-time and flexi-time, along with permanent, temporary and fixed-term contracts. |

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| | Furthermore, pupils explore the benefits associated with job sharing, homeworking, teleworking and hot-desking. |
| Customer Care | In this unit, pupils learn about different types of customers and needs that they may have. They explore the use of customer service policies and mission statements. Lastly, pupils cover the benefits to organisations of delivering high levels of customer service, and the impact that poor service may have. |
| Working Practices | Throughout this unit, pupils look at the skills and qualities required to be an effective Administrative Assistant. Furthermore, they explore the variety of tasks and duties carried out by administrative assistants. Pupils also explore the different documents that organisations may use to ensure that they attract the right people for their vacancies (person specifications and job descriptions). |
| Office Layout | This unit explores the use of open play and cellular office types, discussing the benefits and costs of each. Pupils are also encouraged to consider how an organisation may create a positively ergonomic environment, through looking at furniture, colours, lighting and workstation arrangements. |
| Health and Safety | In this unit, pupils begin to explore the different pieces of legislation which exists to protect customers and employees in the workplace. Pupils explore the role of the Health and Safety Executive and responsibilities of employees and employers. |
| File Management and Security of Information | In this unit, pupils explore the variety of sources and forms that information can be presented in. They also explore how to ensure that both electronic and paper based information is kept secure. Pupils also begin to explore the Computer Misuse Act and General Data Protection Regulations. |
| Office Equipment | In this unit, pupils explore the variety of equipment required to run an effective and efficient office. They explore the different uses of each piece of equipment and the potential benefits that they bring the organisation and employees. |
| Assessment | <p>Pupils are assessed in the following ways:</p> <ul style="list-style-type: none"> • Homework for each theory unit • Homework is also issued for practical units where possible • End of unit written assessments for theory units • End of unit practical assessments for practical units • Frequent formative assessment (such as Quizizz) |