



PiXL Gateway: Progression – Vocational

Year 12-13 Vocational



Contents:

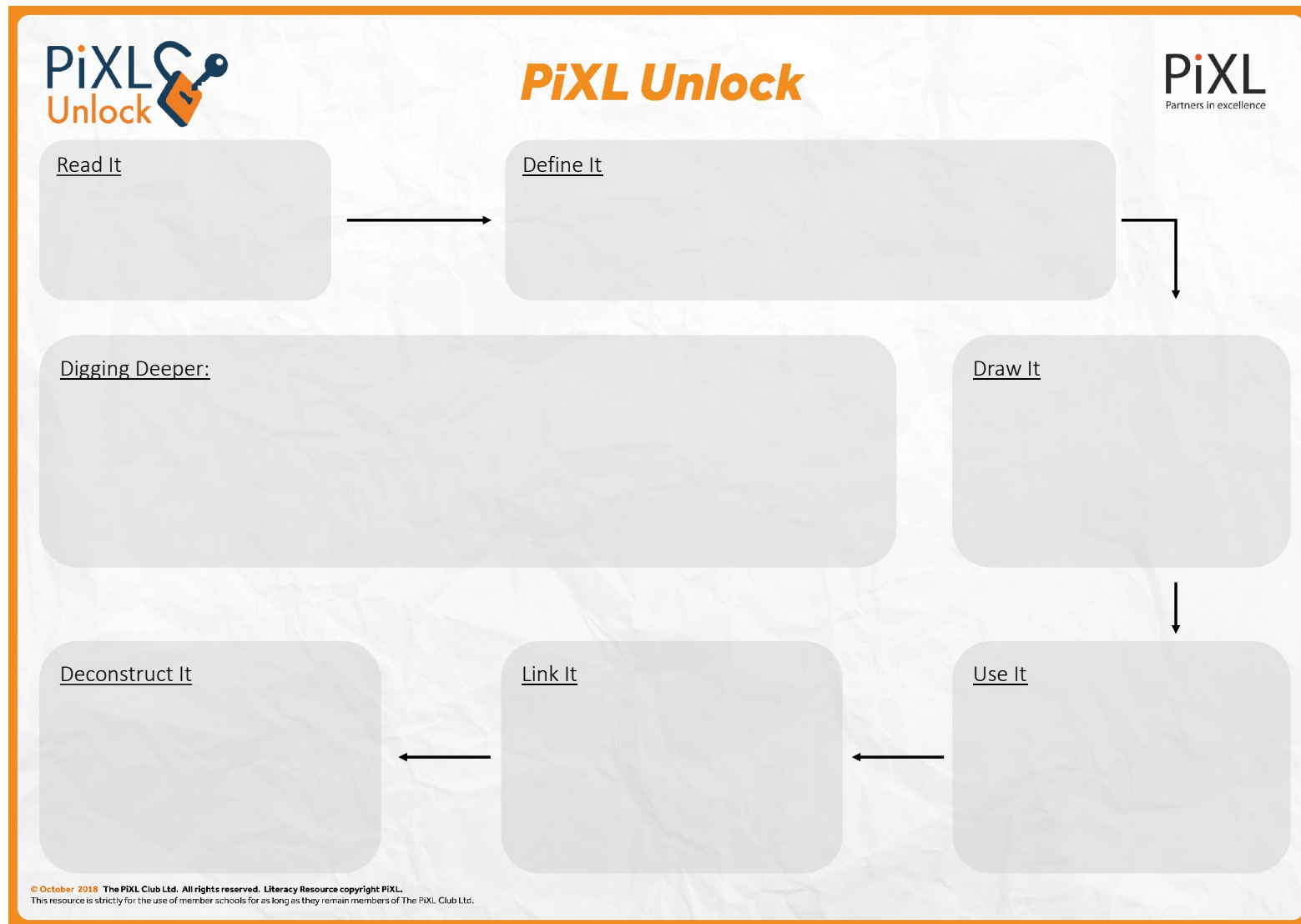
- I. Vocational Vocabulary
- II. The PiXL Unlock Template
- III. Summer Reading list
- IV. Links to TED Talks/Articles/Documentaries/Books/Journals
- V. Knowledge Organiser Template
- VI. Thinking Hard Revisit Template
- VII. A Model of the Thinking Hard Revisit document
- VIII. Cornell Notes Template
- IX. A Model of the Cornell Notes document

I. Vocational Vocabulary

A challenge for many vocational students is the comprehension of command words and the ability to respond appropriately to a range of different command words, often being unable to separate terms such as analyse and evaluate. Below are some common key terms, with explanations created as a result of research, training events and examiner reports. This should help students to get a better grasp of what each command word requires them to do.

Command Word	Meaning/Expected Skill
State	A recall-based skill for your exam; usually only constitutes a one, two or three word response. Developed explanation is not required.
Describe	Requires you to give basic facts or recall knowledge on a simple level. Examples may be required but the impact or an analysis of the issues is not required.
Identify	An exam skill requiring students to “find” pieces of information within a scenario. This is a lower order skill and does not require in depth evaluation or analysis.
Complete	Complete or in other words fill in the blanks. This could mean one of two things. Students may be required to complete calculations and place the answer in the correct place. However, it may require students to fill in missing gaps of written answers.
Calculate	Again, an exam-based command word. Some formulae given, sometimes students will have to remember a formula in order to tackle the question effectively.
Analyse	Can be both a coursework and exam-based command word. Analysing will usually require you to give multiple positive and negative impacts of a certain scenario or situation. It is useful to offer a small conclusion on your findings or thoughts.
Explain	Explain is an extension of state and in an exam would usually carry 2 or 3 marks. Rather than just stating some information, students are expected to give a reason why they believe this to be true/false etc.
Evaluate	Again, this can be an exam-based or coursework command word. Similar to analyse in the sense that multiple positives and negatives of scenarios will need to be discussed. However, in this case students may be required to make comparisons between scenarios, giving opinions on what they feel are stronger/weaker or more positive/negative given a certain scenario. A conclusion is required.

II. The PiXL Unlock Template



III. Summer Reading list

The Economist

A fortnightly, politically and economically driven magazine, keeping you abreast of a range of national and international factors affecting a range of different sectors.

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

The WEEK

Similar to The Economist but focuses on the week just gone. Giving balanced and well-considered commentary on a range of political, social and economic factors.

<https://subscription.theweek.co.uk/>

Business Insider

Giving in-depth analysis on Business issues relating to a variety of vocational settings.

<https://www.businessinsider.com/international?r=US&IR=T>

BTEC Student Guidebook

Follow this link and enter your details for personalised BTEC student guidebooks for vocational guidance.

<https://qualifications.pearson.com/en/forms/order-btec-student-guide.html>

Useful websites:

www.bbc.co.uk/news/business

www.bized.co.uk

www.businesscasestudies.co.uk

www.economist.com

www.gov.uk

www.investopedia.com

www.thetimes.co.uk

www.tutor2u.net

IV. Links to TED Talks/Articles/Documentaries/Books/Journals

How to practise anything....effectively....

<https://www.youtube.com/watch?v=f2O6mQkFiiw>

This talk shows us the key to practising anything effectively. It highlights the importance of examination preparation and why putting the hours in will make you an expert in your chosen field of study.

5 tips to improve your critical thinking

<https://www.youtube.com/watch?v=dltUGF8GdTw>

This video shows you how to unlock further potential for your critical thinking. It is key in helping you to tackle the more difficult command words, such as analyse and evaluate that we touched on earlier; making you more likely to achieve a Merit or Distinction in your area of study.

How to manage your time more effectively

<https://www.youtube.com/watch?v=iDbdXTMnOmE>

Can we learn from machines? A robotic look at time management and how we can prioritise our tasks more effectively to make sure everything that needs to happen, happens.

The first 20 hours – How to learn anything

<https://www.youtube.com/watch?v=5MgBikgcWnY>

Does it really take 10,000 hours of practise to be an expert? Josh Kaufman explains how we can become really good at something in the first 20 hours of our learning.

Techniques to enhance learning and memory

<https://www.youtube.com/watch?v=JbLAGpQ9RXg>

This TED Talk walks us through ways in which we can enhance our learning and memory. Useful for recapping key content in coursework units but perfect for boosting productivity and recall for the examined components of your course.

Looking for a Job? Highlight your ability not your experience

<https://www.youtube.com/watch?v=guXxy8LH2QM>

Thinking about your first job? Jason Shen tells you how to make yourself stand out from the crowd.

V. Knowledge Organiser Template



VI. Thinking Hard Revisit Template

PiXL Revisit: Quizzing

Name of Topic: _____

Name: _____

Class: _____

Read the text and come up with 20 questions to ask someone about the text.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

VII. A Model for the Thinking Hard Revisit document

Example text for the Thinking Hard Revisit strategy. This strategy works for any text you are given, requiring you to create questions around the text to test your knowledge and understanding.

Characteristics of money



❑ Non-counterfeitable

- Money must be difficult to copy
- There must be a central issuing authority which is capable of catching and punishing those who counterfeit money

❑ Divisibility

- Transactions can be of any size, so notes and coins must be divisible into small units that combine to make up any amount.
- If the unit of money offered in payment is greater than the value required, divisibility lets us give change. Any amount can be paid from a bank balance.



Characteristics of money

“Characteristics” means those attributes or qualities that we need money to have

❑ Acceptability

- It doesn't matter about the **intrinsic value** of anything used as money, as long as people are prepared to accept it at **face value**.
- People must have confidence in the thing that we use as money. It doesn't matter, therefore, if the real value of the metal used to make coins is lower than the face value of the coins.

Face value is the value as stated on a note or coin.

Intrinsic value is the 'real' value of something, like the value of the copper content in a coin



❑ Portability

- Money must be easy to carry around
- Gold and silver was used because even a small amount is worth a lot
- However, eventually people started looking for something lighter... paper money was created

PiXL Revisit: Quizzing

Name of Topic: Unit 3 Characteristics of Money

Name: A. Student

Class: Y12 Business

Read the text and come up with 20 questions to ask someone about the text.

	Question	Answer
1	What does non-counterfeitable mean?	Unable to or difficult to be copied
2	What does divisible mean?	Divisible means “able to divide”
3	Why must money be divisible?	If the unit of money offered in payment is greater than the value required, divisibility lets us give change. Any amount can be paid from a bank balance.
4	What does face value mean?	The value stated on the note or coin
5	Why is it important all businesses stick to the accepted face value?	Otherwise money would take on different units of value in different businesses or locations
6	Who is the central issuing authority for the British Pound?	Bank of England/ Royal London Mint
7	What does intrinsic value mean?	The “real” value of something. For example, a coin might be worth 2 pence but the

		intrinsic value of the copper used in the coin may be less than that.
8	What is the difference between face value and intrinsic value?	Face value is the accepted monetary value. However, intrinsic value is the “real” value of the money in your possession.
9	Why does money have to be portable?	So consumers can easily transport and use the money to pay for goods and services in different establishments
10	Why was gold and silver originally used in coins?	Even a small amount of these metals is worth a lot, making it easier to transport finances.

VIII. Cornell Notes Template

Name

Date

Topic

Subject

Main Ideas

Notes

Summary

IX. A Model of the Cornell Notes document

Name: A. Student

Date: 18/6/19

Topic: Unit 3 Break Even Charts

Subject: Business

Main Ideas

- Breaking even means making no profit or loss
- Fixed Costs
- Variable Costs
- Total Costs
- Break-even point
- Revenue
- Selling price
- Variable Cost per unit
- Margin of Safety

Notes

- Break even requires us to sell enough products to cover all our costs, i.e. the revenue and total costs lines are equal at the break-even point (BEP). We make no profit and no loss.
- Fixed costs do not change regardless of output. This will affect how much revenue the business is required to make to cover costs.
- Variable costs change depending on output. Again, and in conjunction with fixed costs, this will affect how much revenue a business is required to make to break even.
- The break-even point represents the point at which the revenue and total cost lines meet on the graph or it is a figure that shows us how many units of a product we must sell to cover our costs.
- The revenue tracks how much money the business receives from the sale of goods or services.
- The selling price of a product helps us to calculate revenue. It can also be calculated from a break-even graph but drawing down from the revenue line onto the y axis (output).
- The margin of safety represents the difference between a businesses' actual sales and their break-even point. It almost shows a buffer for the business and how much above the BEP they are.

Summary

Calculating break even shows a business how many products they need to sell in order to cover all their costs. This will allow them to plan expenditure and also to track projected revenue against this.



© The PiXL Club Ltd. May 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold, or transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.