



# Year 11 Summer 2017 GCSE Preparation

Coursework/Homework Document

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Head of Year 11  
[Pick the date]

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**Please continue to use GCSEPOD to support your learning too.**

## Health & Social Care

# Unit 3: Effective Communication in Health and Social Care

## Assignment 2 work booklet: P4

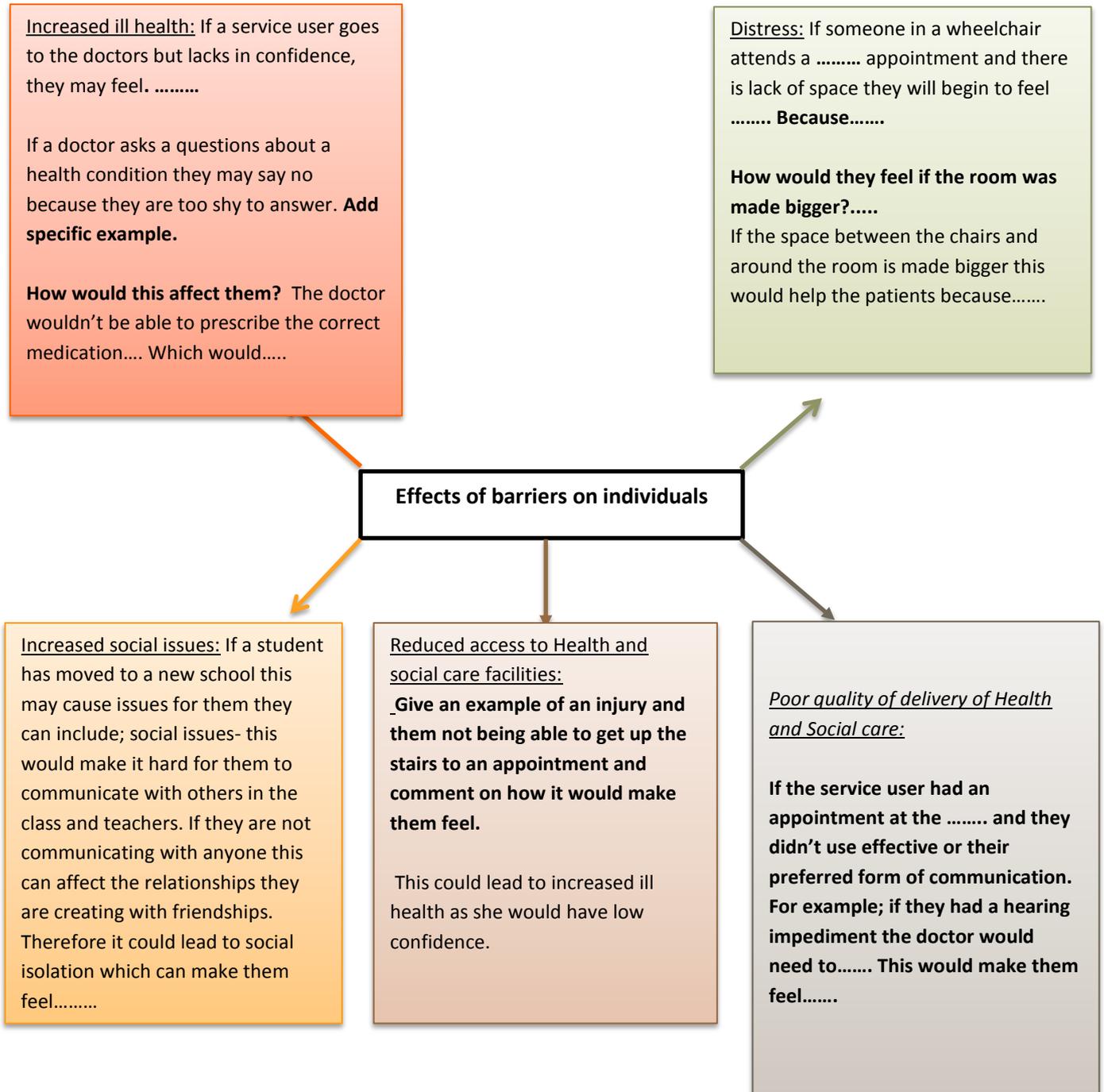


<b>Learning Aim</b>	<b>B</b>	<b>Investigate barriers to communication in health and social care</b>
<b>Grading Criteria</b>	<b>P4</b>	<b>Using examples, explain ways in which barriers to communication may be overcome and the benefits to the service users of overcoming these barriers</b>

**To achieve P4 you need complete the work below.**

***Describe the ways to help overcome barriers and use examples in ways that barriers to communication might be overcome and the benefits to service users to overcoming these barriers.***

**What are the effects of barriers on individuals?**



P4	
Describe ways of overcoming barriers	
Ways of overcoming barriers:	Description on how these can help overcome barriers:
<b>Preferred method of communication:</b>	<p><i>Service providers need to be aware of what the service users preferred method of communication is so they can support them in the best possible way.</i></p> <p><b>Give health and social example.... Someone with a hearing impairment.</b></p> <p><b>What method of communication might they prefer?</b></p> <p><b>How will this help with overcoming the barrier?</b>  <i>This will help them feel more comfortable and relaxed as they will not need to stress or worry about missing key information.</i></p>
<b>Preferred language:</b>	<p><b>Why is it important for the service provider to know what the patients preferred language is?</b></p> <p><b>Give examples of when they would have to read something in a health and social care setting.</b>          Leaflets at the doctors informing patients of symptoms and advice for an illness. The NHS and other health and social care setting have leaflets in a variety of languages this ensure that people who have English as an additional language will also be able to understand.</p> <p><b>How else could they ensure that people understand?</b>          Translator or interpreter?</p> <p><b>How would this help overcome the barrier?</b></p>
<b>Adaptations to the physical environment:</b>	<p><u>Changes to seating:</u> <b>What can you do to the height of a chair?</b></p> <p><u>Changes to lighting:</u>  <b>How would this help someone with sight impairment?</b></p> <p><u>Soundproofing of rooms:</u> <b>How will reducing external noise help?</b></p> <p><u>Other changes:</u>  <b>Lifts?</b>  <b>Automatic doors?</b>  <b>Ramps?</b></p>

	<p><b>Lowered reception desks?</b></p> <p><b>How would these adaptations help overcome the barrier?</b></p> <p>It ensures they can access the services, feel more cared for and have more confidence.</p>
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#### P4

#### Benefits to individuals when barriers are removed:

Benefit 1, increased access to Health and Social care: This could be a benefit for individuals because they will be able to access health and social care services for example the doctors or dentist. This will benefit them as they are gaining the medical attention they need to ensure they are living a healthy lifestyle.

Benefit 2, improved quality of Health and Social care delivery: This could be a benefit for an individual because, a service user will have a better understanding of what the service provider is trying to say if they deliver the information correctly.

**How will this benefit the individual?**

Benefit 3, reduction of emotional distress: This could be a benefit for an individual because a service user will be able to communicate properly on what they want a need from the certain service provider.

**How will this benefit the individual?**

**This will benefit the individual because they will be able to visit a provider and not be worried about their emotional state. This will make them feel.....**

Benefit 4, increased involvement in interactions: This could be a benefit for an individual because they will be more involved in choices that are being made

**How will this benefit them?**

Confidence, self-esteem.

Benefit 5, raised levels of self-esteem:

**How could this be a benefit for an individual?**

This could be a benefit for an individual because they will be able to improve and develop their communication skills; this will make them feel.....

Benefit 6, reduced frustration: This could be a benefit for an individual because it will reduce the chance of mental illness. If they reduce the frustration they have it will help their communication as there will be less tension within conversations. **How will this make them feel?**



## Unit 3: Effective Communication in Health and Social Care

### Assignment 2 work booklet: M2 & D2



<b>Learning Aim</b>	<b>B</b>	<b>Investigate barriers to communication in health and social care</b>
<b>Grading Criteria</b>	<b>M2</b>	Explain how measures have been implemented to overcome barriers to communication, with reference to a selected case.
	<b>D2</b>	Evaluate the effectiveness of measures taken to remove barriers to communication, with reference to a selected case.

#### Case Study

Alice is 82 and has recently been admitted to her local nursing home. Her **hearing** has dramatically worsened over the last few months and she is also struggling with **poor eye sight**. Alice has also been diagnosed with **Alzheimer's disease** and she constantly repeats

herself. She has had a difficult life and has experienced many **traumas** over the years; she therefore finds it **difficult to communicate to unfamiliar people**.

**Explain how these barriers could be overcome- I have put key questions that you need to answer and an example below.**

(300 words minimum)

**Hearing – Why is hearing a communication barrier?**

- **How could this be overcome?**

Hearing test, hearing aid? People speaking clearer? Louder? Ensure she is in a room with limited/no background noise.

Sign language/ alternative forms of communication.

**You need to say what would happen if these barriers were overcome.**

hearing is a communication barrier to Alice because if she can't hear she might misunderstand what someone is saying. This could be overcome by asking Alice if she would like to go for a hearing test to see if she might need a hearing aid because she can't hear properly, also this could be overcome by speaking to Alice a bit clearer so she understands what you are saying or taking Alice into a quiet room so it's easier for her to hear and understand. This could also be overcome by teaching Alice sign language and to use gestures to make it a bit easier for her to communicate.

**Poor eye sight – Why is poor eye sight a barrier?**

**How could you overcome these barriers?**

- Eye test? Needs glasses/contact lenses
- If she already has glasses she may forget to use them, you might need to remind her.
- Magnifying glass to see clearer

**You need to say what would happen if these barriers were overcome.**

**Alzheimer's disease – Why is Alzheimer's diseases a barrier to communication?**

**How could you overcome these barriers?**

- Bringing family photos
- Items that she remembers or always used in her house.
- Written notes/alarms to remind her when to take medication
- Put a picture of key workers up in her room to remind her.

**You need to say what would happen if these barriers were overcome.**

**Traumas - Why is the trauma Alice had in her life a barrier to communication?**

**How could you overcome these barriers?**

- Build trust with a familiar face within the care home
- Counsellor so she can talk and overcome the trauma.

**You need to say what would happen if these barriers were overcome.**

**Unfamiliar people - Why is unfamiliar people a barrier to communication for Alice?**

**How could you overcome these barriers?**

- Seeing the same few faces every day and not new faces and don't remain regular.
- Seeing less unfamiliar faces throughout the day.
- If someone is unfamiliar to her but is going to be supporting her regularly they may want to talk and build a relationship first.

**You need to say what would happen if these barriers were overcome.**

**Evaluate the effectiveness of the measures taken to remove barriers to communication**

**Discuss how it would make the service user feel if these barrier were/ were not overcome**

**Hearing –**

**Would it be effective if the barrier was overcome?**

**Why might it be difficult to take Alice for a hearing test?**

**But if the barrier was overcome how would Alice feel?**

**Poor eye sight – poor**

**What happens if poor eyesight is overcome?**

**Would it be difficult to get Alice an eye test?**

**What would Alice be able to do differently if she got the eye test?**

**Alzheimer's disease –**

**If the barrier or forgetting things wasn't overcome how might this make Alice feel?**

**What could she do to help her overcome this?**

**How would she feel if this was overcome?**

**Traumas –**

**If Alice agrees to counselling this will be effective because.....**

**It is easy to implement if Alice agrees to counselling, but there could be complications which could include....**

**If the barrier is overcome and is successful this will make the person feel?**

**Unfamiliar people –**

**Would it be effective if the barrier was overcome?**

**But if the barrier was overcome how would Alice feel?**

**Science**

Chemistry  
booster.pdf



Biology booster.pdf



Physics booster.pdf

English

***AQA English Language Paper 2:  
Writers' Views and Perspectives***

***RAIL DISASTERS***



***Two non-fiction texts based on  
the same theme or topic***

***The Victorian era saw an horrific number of fatal train crashes. The writer Charles Dickens was involved in a train crash in Staplehurst on 9th June 1865 but fortunately survived. Here is his eyewitness account in a letter written to a friend:***

**SOURCE A**

My dear Mitton,

I should have written to you yesterday or the day before, if I had been quite up to writing. I am a little shaken, not by the beating and dragging of the carriage in which I was, but by the hard work afterwards in getting out the dying and dead, which was most horrible.

I was in the only carriage that did not go over into the stream. It was caught upon the turn by some of the ruin of the bridge, and hung suspended and balanced in an apparently impossible manner. Two ladies were my fellow passengers; an old one, and a young one. This is exactly what passed:- you may judge from it the precise length of the suspense. Suddenly we were off the rail and beating the ground as the car of a half emptied balloon might. The old lady cried out "My God!" and the young one screamed. I caught hold of them both (the old lady sat opposite, and the young one on my left) and said: "We can't help ourselves, but we can be quiet and composed. Pray don't cry out." They both answered quite collectedly, "Yes," and I got out without the least notion of what had happened.

Fortunately, I got out with great caution and stood upon the step. Looking down, I saw the bridge gone and nothing below me but the line of the rail. Some people in the two other compartments were madly trying to plunge out of the window, and had no idea there was an open swampy field 15 feet down below them and nothing else! The two guards (one with his face cut) were running up and down on the down side of the bridge (which was not torn up) quite wildly. I called out to them "Look at me. Do stop an instant and look at me, and tell me whether you don't know me." One of them answered, "We know you very well, Mr Dickens." "Then," I said, "my good fellow for God's sake give me your key, and send one of those labourers here, and I'll empty this carriage."

We did it quite safely, by means of a plank or two and when it was done I saw all the rest of the train except the two baggage cars down in the stream. I got into the carriage again for my brandy flask, took off my travelling hat for a basin, climbed down the brickwork, and filled my hat with water. Suddenly I came upon a staggering man covered with blood (I think he must have been flung clean out of his carriage) with such a frightful cut across the skull that I couldn't bear to look at him. I poured some water over his face, and gave him some to drink, and gave him some brandy, and laid him down on the grass, and he said, "I am gone", and died afterwards.

Then I stumbled over a lady lying on her back against a little pollard tree, with the blood streaming over her face (which was lead colour) in a number of distinct little streams from the head. I asked her if she could swallow a little brandy, and she just nodded, and I gave her some and left her for somebody else. The next time I passed her, she was dead. No imagination can conceive the ruin of the carriages, or the extraordinary weights under which the people were lying, or the complications into which they were twisted up among iron and wood, and mud and water.

I don't want to be examined at the Inquests and I don't want to write about it. It could do no good either way, and I could only seem to speak about myself, which, of course, I would rather not do. But in writing these scanty words of recollection, I feel the shake and am obliged to stop.

Ever faithfully, Charles Dickens

**SOURCE B:** *A newspaper interview with the parents of a woman who was killed in a train crash*

*15 years earlier known as the Paddington Rail Disaster, which occurred in London on October 5th 1999*

Those present at the scene of the Paddington rail crash have said that the worst memory they have endured over the past 15 years is the sound of mobile phones ringing from the bodies of the dead. Among the scorched metal carcasses of the two trains involved in one of Britain's worst-ever rail disasters, a cacophony of telephones bleeped and buzzed. At the other end of the line were anxious family and friends, their desperation building with each missed call. **5**

Denman Groves first phoned his daughter, Juliet, at around 8.30am on October 5 1999. He and his wife Maureen had woken up in their home in the village of Ashleworth, near Gloucester, and as usual, switched on the television news. Like the rest of the nation watching that crisp autumn morning, they stared in shock at the plume of smoke rising from the wreckage of the two passenger trains that had collided just outside Paddington station. Neither could even imagine that their 25-year-old daughter might have been on board. **10**

"I didn't even think she was anywhere near Paddington that day," says Denman. Still, when he left for work, he tried to phone her from the car – just to make sure. There was no answer. "I thought I'd try again, but then I was so busy that I forgot. It wasn't until lunchtime that I called. I still couldn't get an answer, so phoned her company. They said: 'We're afraid she hasn't arrived yet, Mr Groves, and we're very worried.' At that point my heart sank." **15**

Juliet Groves, an accountant with Ernst & Young, was one of hundreds aboard a Thames Trains commuter service from Paddington station at 8.06am that morning. Petite, pretty and fiercely intelligent – the previous year she had come seventh in the entire country in her chartered accountancy exams, Juliet lived in Chiswick but was travelling by train to Slough, where she was winding up a company. Despite her young age, she was already a specialist in bankruptcy and was being fast-tracked to become a partner in the company. From birth she had suffered from partial blindness and was unable to drive. As a result, she travelled everywhere by rail. **20**

She was in the front carriage of the train when it passed through a red signal at Ladbroke Grove and into the path of the oncoming Paddington-bound First Great Western express travelling from Cheltenham Spa in Gloucestershire. Both drivers were killed, as well as 29 passengers, and 400 others were injured. Juliet's body was one of the last to be discovered. She was finally found on the eighth day. **25**

The outcry that followed led to the biggest-ever safety shake-up of the country's rail network. In 2007, after years of campaigning by the families, Network Rail was fined £4 million for health and safety breaches. **30**

Travelling by train on the same line from Paddington towards Gloucestershire, it is easy to imagine the scene in those carriages seconds before the impact. Passengers gaze out of windows across the snaking railway lines bordered by city scrub. A few talk business into mobile phones; others sip coffees and browse through their newspapers. The disaster, says Network Rail, "simply could not happen today". **35**

But that promise is not enough for Denman and Maureen Groves. Neither have boarded a British train since the crash, and never will again. Their grief would not allow it, nor the sense of lingering injustice. "I can't do it, I won't do it," says Denman. "I don't want any involvement with Network Rail. The last contact I had with them was at the trial in 2007. I told the chairman he ought to be ashamed of himself."

Q1: Read lines **4 to 11** of Source **A**.

Choose four statements below which are TRUE.

**[4 marks]**

- Two carriages did not go over into the stream
- There were two ladies in the carriage with Dickens
- The young lady screamed. The old lady said “My God!”
- Two old ladies were in the carriage with Dickens
- Only one carriage did not go over into the stream
- The old lady screamed. The young one said “My God!”
- Dickens told the ladies to be quiet and calm down

Q2: Refer to Source A **and** Source B. Write a summary of the **differences** in the

writers’ **viewpoints** of the rail disasters they each describe.

**[8 marks]**

Q3: Refer to Source **A**.

How does Charles Dickens use **language** to convey his thoughts and

feelings about the disaster?

**[12 marks]**

Q4: Refer to Source A **and** Source B.

Compare how the writers present their different **perspectives** of the national railway disasters they describe.

**[16 marks]**

In your answer, you should:

- compare their different perspectives
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts

**Section B: Writing**

You are advised to spend about **45 minutes** on this section.

**Write in full sentences.**

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

**Q5**

**“The government should invest more money in public transport as there are so many good reasons to use it.”**

Write a letter to the editor of your local newspaper, explaining your views on this statement.

(24 marks for content and organisation  
16 marks for technical accuracy)

**[40 marks]**

Religious Studies

  **"Love your neighbour"**

  The Parable of the Good Samaritan



 **"Treat others the way you want to be treated"**



Jesus – The Golden Rule

 **'Give justice to the person who was unjust to you.'**

 New Testament

 **"You shall not kill"**

 10 Commandments

 **"God placed Adam in the garden of Eden to work it and take care of it."**

 1 John 4:7

 **The Parable of the Sheep and the Goats**

God will judge everyone on how well they have looked after their fellow humans: food, water, clothes, homeless, sick or in Prison

 Matthew 25:32-33

 **"Blessed are the peacemakers"**

 Matthew 5:9

Light your candles and pray for those who persecute you

Used by Amnesty International


 Do you not know that your body is a  
**TEMPLE**  
 of the Holy Spirit, who is in you,  
 whom you have received from God?  
 YOU ARE NOT YOUR OWN.  


St. Paul


 "Rich people who see a  
 people in need, but close their  
 hearts against them, cannot  
 claim that they love God"  


New Testament


 "Blessed are the  
 peacemakers for they will  
 be called the children of  
 God".  


Jesus  
Matthew 5:9


 "But waste not: for God  
 loves not the wasters".  


Quran


 "Control your anger, then  
 forgive your brother. Do  
 you not wish to be  
 forgiven?".  


(Prophet Muhammad (PBUH)  
1440HQ)


**My Brother's Keeper**  
 Cain killed his brother, Abel. Cain denied  
 it and said it was not up to him to care  
 for others. He asked, "Am I my brother's  
 keeper?"  


Genesis 4:9


 "Show forgiveness,  
 speak of justice, and  
 avoid the ignorant".  


(Quran)


 "He has made you  
 custodians of the earth."  


Quran

"If a person forgives and makes reconciliation, his reward is due from God."



Quran

"To save the life of one person is like saving the whole of mankind"



Quran

"Intoxicants and gambling are an abomination of the devil's handiwork."



Quran

"Paradise lies at the feet of your mother."



Prophet Muhammad (pbuh)

"All people are equal...as the teeth of a comb."



Prophet Muhammad (pbuh & Hadith)

"You shall not commit adultery"



The Decalogue (10 Commandments)

**HONOUR YOUR FATHER AND YOUR MOTHER.**



The Decalogue (10 Commandments)

"God created man in his own image...male and female he created them."



The Bible

## Maths

Year 11 maths will be 12 my maths online worksheets based upon their first 10 red topics from the latest mock examination.

If you require a hard copy you will need to see your maths teacher before the end of the term

## Spanish & French

Please see attached items on the email for these booklets. These documents are also on the website (Homepage-Student Tab-Y11 Summer 2017)

## Geography

Revise the Changing Cities topic for the end of topic test in September. Use pages 56-67 in revision guides and links on SMHW as support.

## Art

Mrs Granger - Please complete any outstanding coursework as discussed with Mrs Granger before the summer holidays.

Miss Crehan – Catch up on any missing work in sketchbooks and gather primary sourced images.

## Graphics

Miss Crehan – To gather primary sourced images related to your final piece ideas.

## Food

To revise the cook completed in the last week of term, with a focus on enhancing them for your final cook. You must show what you have changed and justify reasons as to why you changed them

## Media

Mrs Bowers - Year 11 media have individual corrections and improvements for their AB1 and AB2 coursework.

Miss Fountain - Complete any gaps in AB1 and AB2 coursework

- Analysis of DVD cover (x2)
- Evaluating your DVD cover design
- Analyses of 2 contrasting music promotions (posters/websites etc)

## Music

Use revision guide and complete revision mind-maps or posters for following topics in preparation for starting the exam unit

- Live Music Venues
- Health and Safety
- Unions
- Evaluating your music promotion design

# History

## Yr11 Summer History Revision

### Homework

**REVISION TIPS**

REMEMBER YOU ARE AMAZING

IF YOU TEACH WHAT YOU KNOW YOURSELF TO OTHERS IT WILL STICK

USE A VARIETY OF METHODS TO KEEP YOU ENGAGED

KEEP HYDRATED

MAKE AND USE FLASH CARDS

MINDMAPS ARE A USEFUL TOOL

TOPIC

IF YOU HAVE A QUESTION ASK IT

CREATE YOURSELF A TO-DO LIST

HIGHLIGHT NOTES YOU NEED TO GO OVER

THINK POSITIVE

MAKE SURE YOU GET A GOOD NIGHT'S SLEEP EACH NIGHT

CREATE SUMMARY NOTES. KEEP THEM SHORT AND SIMPLE

RECORD YOURSELF READING THROUGH YOUR REVISION NOTES AND LISTEN TO IT

ASK FRIENDS AND FAMILY TO TEST YOU

REWARD YOURSELF WITH LITTLE TREATS

ALLOW YOURSELF SOME RELAXATION TIME

DRAW DIAGRAMS AND USE COLOUR CODING

MAKE A REVISION SCHEDULE

TO DO...

SCIENCE

ENGLISH

MATHS

ABC

REVISION SCHEDULE

	M	T	W	T	F	S	S

Macclesfield College of Further and Higher Education

## Yr11 Summer History Revision Homework

**AIM: to create revision notes for USA and WW1 which you can refer back to for revision purposes throughout Yr11.**

(This may seem like a chore, but believe me, it will save you so much time later on!)

Previous Yr11 students have all pretty much been unanimous in their best piece of advice for future years ... the key to successful and effective revision is to start early!

Many said they wished they had worked out their own personal revision preferences before they started Yr11.

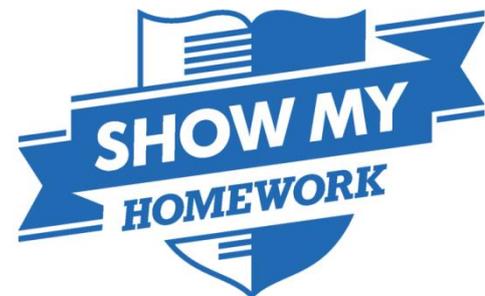
Those who felt most confident going into exams, and had the exam results to prove their success, had already started regularly revising prior to Yr11.

Your summer holiday task is to create revision resources to suit your style. You will focus on Paper 1 content from Yr9 and 10:

- Section A: America, 1920–1973: Opportunity and inequality
- Section B: Conflict and tension, 1894–1918

Revision guides with plenty of sample exam questions are available on SMHW. Please also see Miss Astin if you are unable to access SMHW and need paper copies.

Throughout the rest of this booklet are some photos of suggested revision note ideas. You



can give some of them a try, or try out your ideas and techniques.



You might always want to try websites such as BBC Bitesize for other ideas, tips and strategies.

Also, DON'T FORGET GCSE POD!



**Remember!**

Experiment until you find what works for you, but ...

When we revise we remember:

- 20% of what we read
- 30% of what we hear
- 40% of what we see
- 50% of what we say
- 60% of what we do
- 90% of what we read, hear, see, say and do!

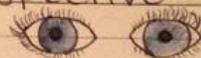
Visual Learners:	Auditory Learners:	Kinaesthetic Learners:
<ul style="list-style-type: none"> <li>• Maps</li> <li>• Posters</li> <li>• Charts</li> <li>• Spider diagrams</li> <li>• Cartoons</li> <li>• Summary notes</li> <li>• Mental Pictures</li> <li>• Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>• Record ideas on your phone / listen to podcasts</li> <li>• Say keywords aloud</li> <li>• Tell another person</li> <li>• Make a</li> </ul>	<ul style="list-style-type: none"> <li>• Walk n' talk,</li> <li>• Draw cartoons,</li> <li>• Posters etc.,</li> <li>• Make a model,</li> <li>• Role play/ Drama,</li> <li>• Make a Mind Map,</li> </ul>

	<p>presentation</p> <ul style="list-style-type: none"><li>• Get someone to test you.</li><li>• Exchange ideas with your friends</li><li>• Play quiet, relaxing background music.</li></ul> 	<ul style="list-style-type: none"><li>• Write a story,</li><li>• Annotate diagrams,</li><li>• Make Cue/Flash cards or bookmarks</li></ul> 
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The psychoanalytical perspective  
Freud

The Humanistic perspective  
Maslow

The Social Learning perspective  
Bandura

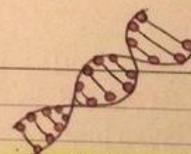


The Constructivist perspective  
Piaget and Vygotsky



The Behaviourist Perspective  
Skinner

The Biological Perspective  
Eysenck



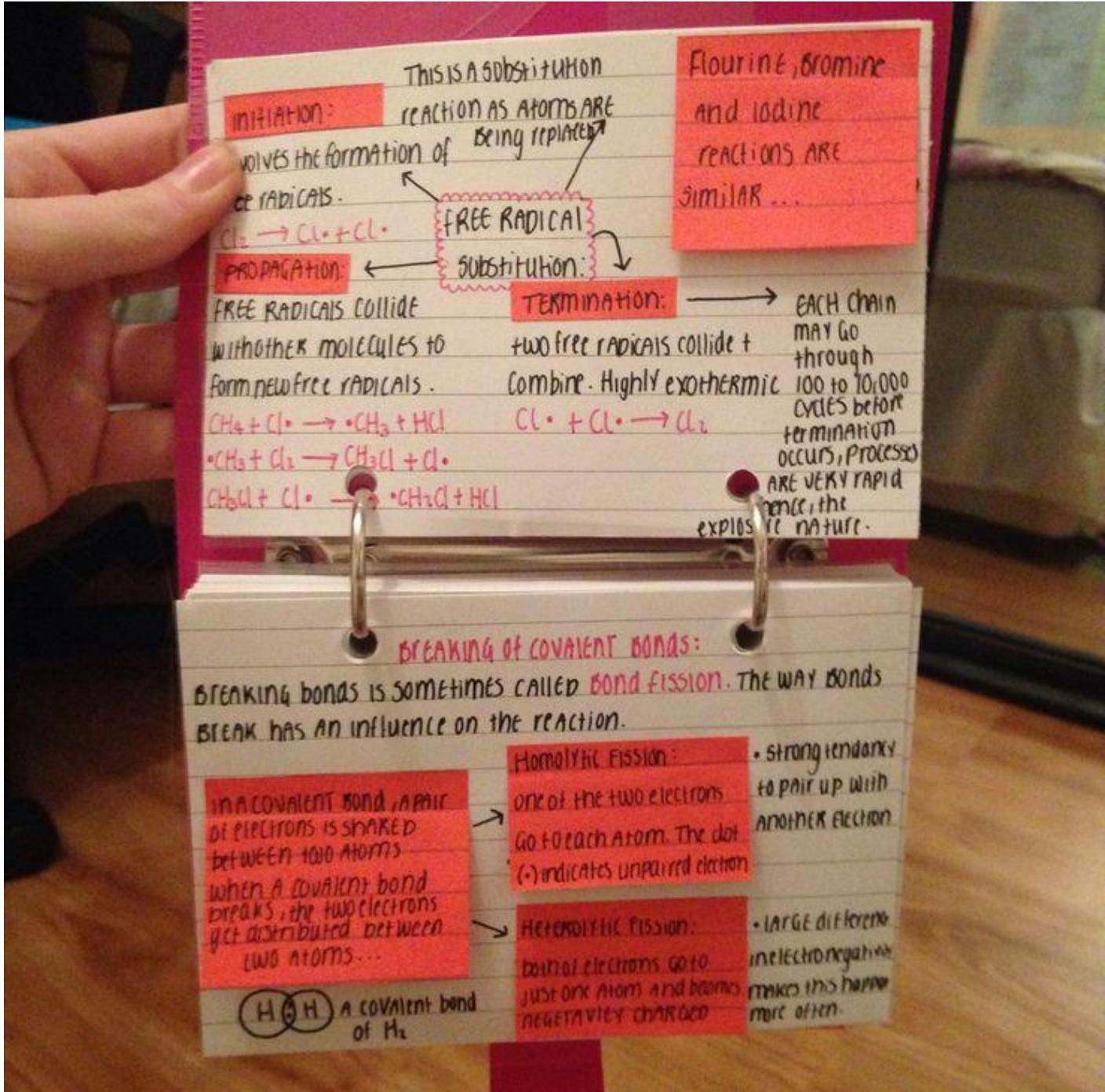
Behaviour is down to genetic disposition and cannot be changed.

Biological differences may explain the behaviour of some people, however trait theorists assume personality is based on biological differences and is relatively stable.

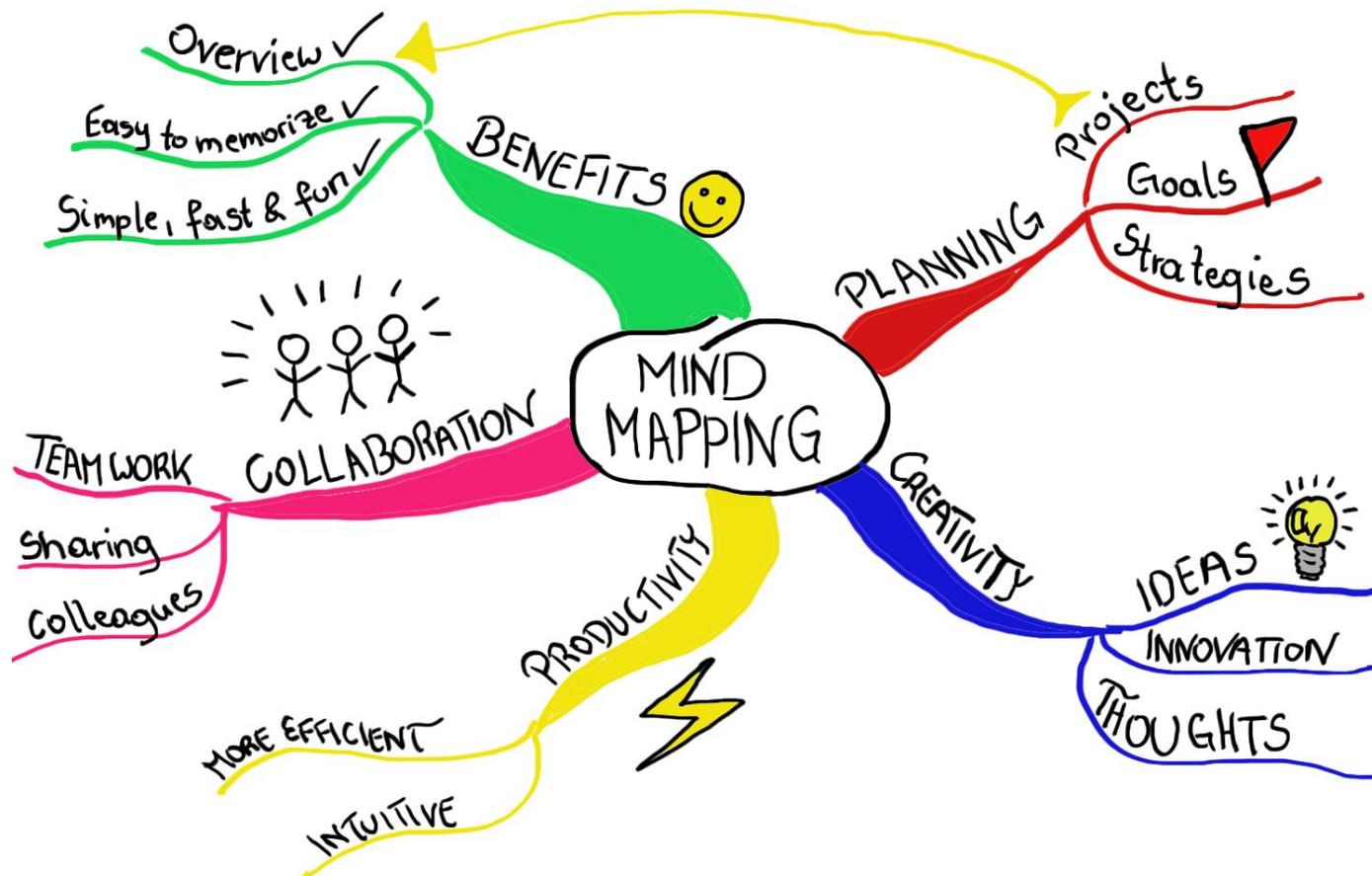
We are born with different tendencies to react to different things in certain ways.

Eysenck argues criminal behaviour links to the traits.

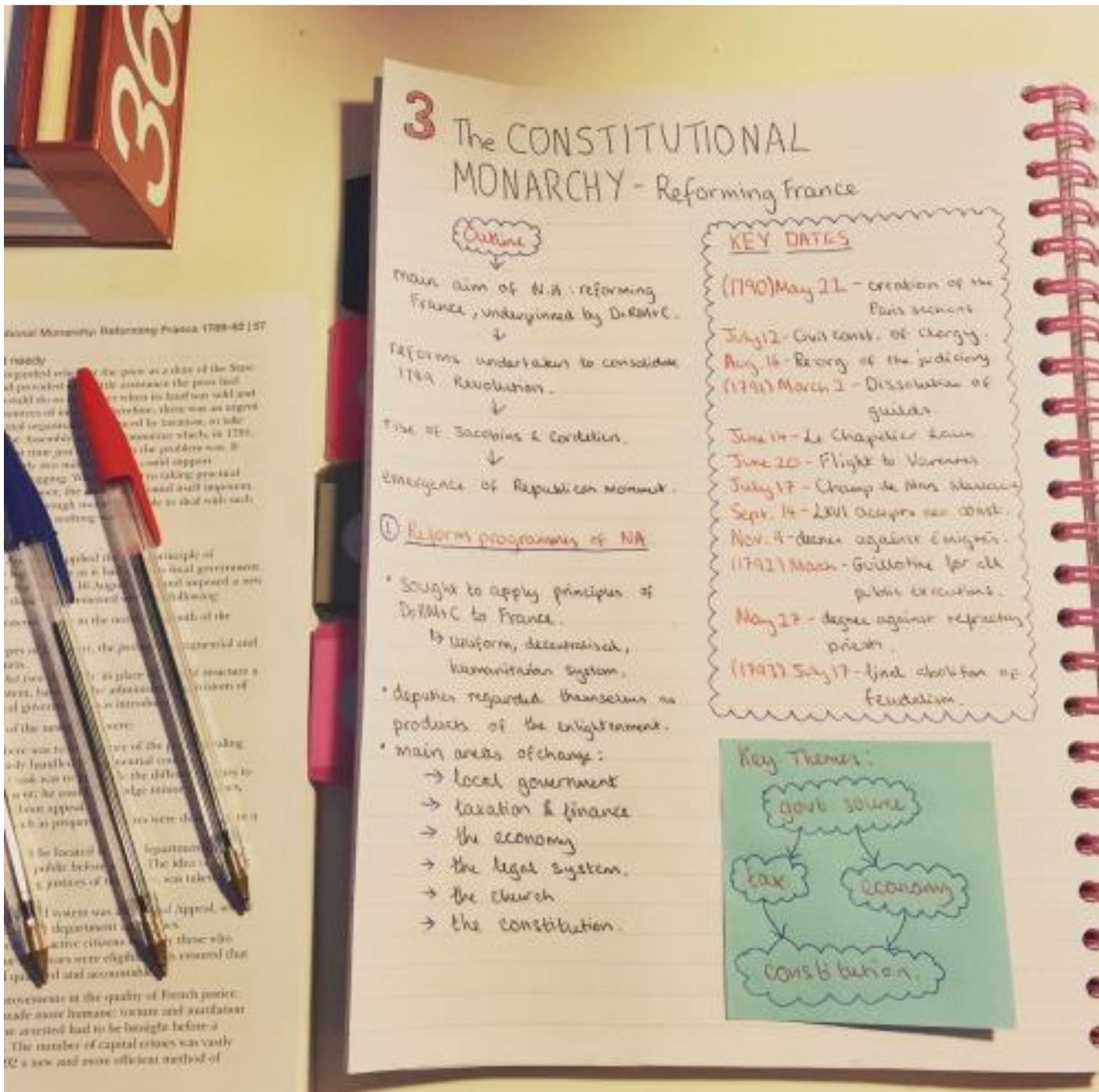
Cue cards with key notes, definitions, dates etc. You could use different colours for different topics.



Another type of cue card, but this type are already connected together using keyring style fasteners. This makes them easy to carry around with you for revision on the go!



Many people's first method of revision is mind maps. They can be great, particularly if you are quite a visual learner. Use colour and images to help make them memorable.

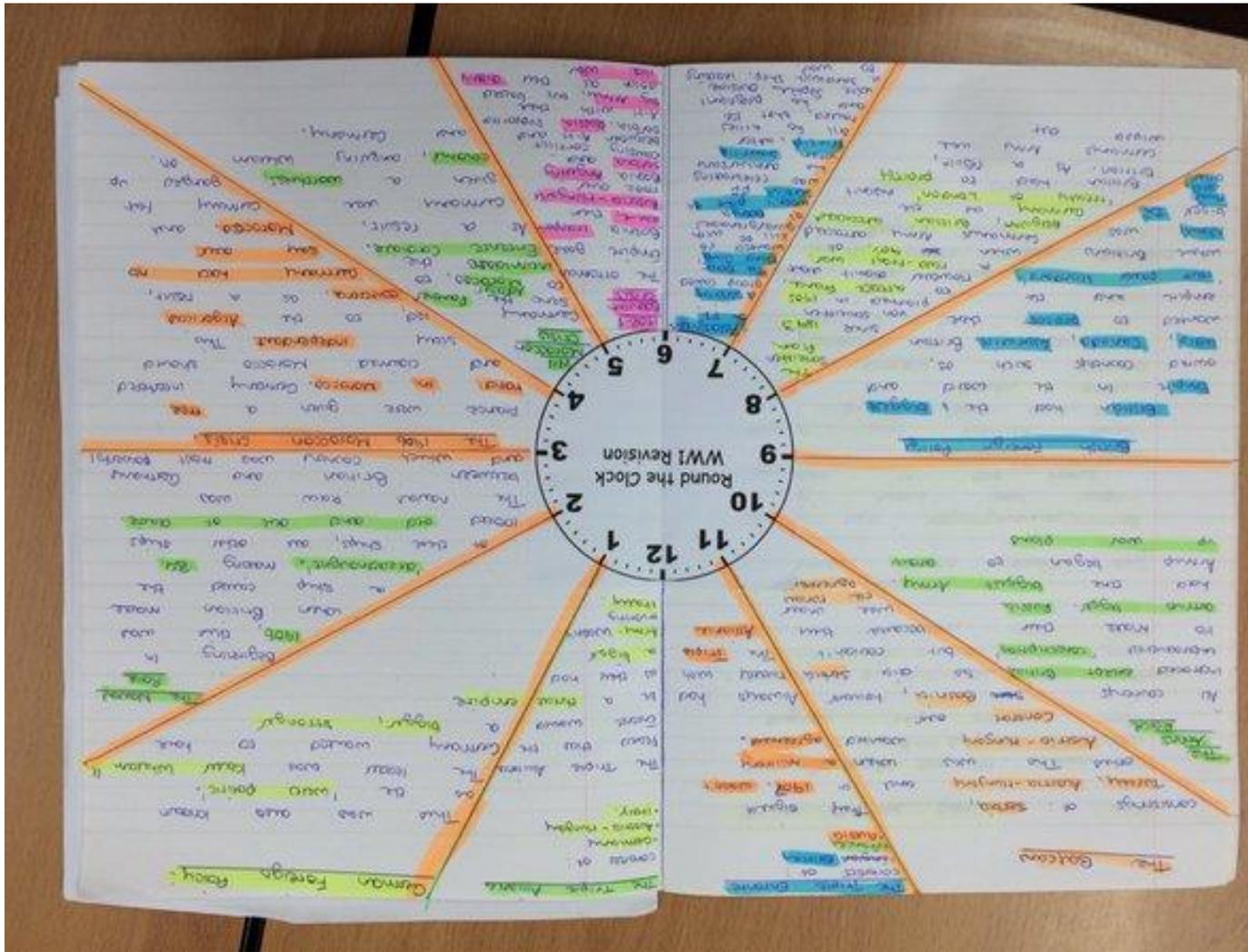


If you want to use note pads to write out notes, consider how you set out the notes. Use clear headings and subheadings. You might want to use tabs to separate different topics. You could also use larger

post it notes on pages to note down key words etc.



Post it notes on large sheets / walls / doors are great for showing processes. Make a quick timeline of key events. Show cause, event and consequence using different colours. Put notes on mirrors so you can revise whilst doing your hair and makeup!



Revision clocks can be great for people who need to give themselves time limits. This can make tasks seem more manageable and can help give you a sense of achievement.



Revision stars are a great idea if you like crafting or like to have a physical object to revise from.

## BTEC Sport

To complete your analysis of three different types of leader – a captain of a team, a manager of a team and a teacher.

You need to include:

- What are the good leadership attributes that they show?
- How do you know they are a good leader?
- How could you improve their leadership skills further?

### BTEC Level 2 First Award in Sport

<b>Unit Number</b>	6
<b>Unit Title</b>	Leading Sports Activities
<b>Assignment Number</b>	1
<b>Assignment Title</b>	Sports Leadership Article
<b>Date Set</b>	5/9/16
<b>Deadline for 1<sup>st</sup> submission</b>	20/10/16

#### SCENARIO

You are the manager of a small, but developing coaching company. The editor of a newspaper has contacted you to develop an article that explores the requirements of becoming a successful sports leader. Use examples of successful sports leaders to demonstrate attributes and responsibilities required.

Learning Aim	A	Know the attributes associated with successful sports leadership
<b>Grading Criteria</b>	1A.1	Outline the attributes required for, and responsibilities of, sports leadership.
	<b>2A.P1</b>	Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership
	<b>2A.M1</b>	Explain the attributes required for, and responsibilities of, sports leadership
	1A.2	Describe the attributes of a selected successful sports leader.
	<b>2A.P2</b>	Describe the attributes of two selected sports leaders.
	<b>2A.M2</b>	Evaluate the attributes of two successful sports leaders.
	<b>2A.D1</b>	Compare and contrast the attributes of two successful sports leaders.

## Tasks

What you need to do in order to achieve each of the grading criteria:

<p><b><u>Task 1</u></b></p> <p><b>1A.1</b> - Outline the attributes required for, and responsibilities of, sports leadership.</p> <p><b>2A.P1</b> - Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership</p> <p><b>2A.M1</b> - Explain the attributes required for, and responsibilities of, sports leadership</p>	<p>Create either a newspaper or web article which outlines (1A.1), describes (2A.P1) or explains (2A.M1) both the attributes required and responsibilities for, and responsibilities of, sports leadership. You should include information on the following:</p> <p><b><u>Sports Leaders</u></b> Sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p><b><u>Attributes</u></b></p> <ul style="list-style-type: none"> <li>• <b>Skills</b> (communication, organisation of equipment, knowledge)</li> <li>• <b>Advanced Skills</b> (activity structure, target setting, use of language, evaluation)</li> <li>• <b>Qualities</b> (appearance, enthusiasm, confidence)</li> <li>• <b>Additional Qualities</b> (leadership style, motivation, humour, personality)</li> </ul> <p><b><u>Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• <b>Core Responsibilities</b> (professional conduct, health and safety, equality)</li> <li>• <b>Wider Responsibilities</b> (insurance, child protection, legal obligations, ethics and values, rules and regulations)</li> </ul>
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<p><b><u>Task 2</u></b></p> <p><b>1A.2</b> - Describe the attributes of a selected successful sports leader.</p> <p><b>2A. P2</b> - Describe the attributes of two selected sports leaders.</p> <p><b>2A. M2</b> - Evaluate the attributes of two successful sports leaders.</p> <p><b>2A. D1</b> - Compare and contrast the attributes of two successful sports leaders.</p>	<p>Give relevant examples of your selected successful sports leaders in your article. Make sure you are focusing on the attributes that make these sports leaders successful. Use the following to help:</p> <p><b><u>Sports Leaders</u></b> Sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p><b><u>Attributes</u></b></p> <ul style="list-style-type: none"> <li>• <b>Skills</b> (communication, organisation of equipment, knowledge)</li> <li>• <b>Advanced Skills</b> (activity structure, target setting, use of language, evaluation)</li> <li>• <b>Qualities</b> (appearance, enthusiasm, confidence)</li> <li>• <b>Additional Qualities</b> (leadership style, motivation, humour, personality)</li> </ul> <p><b><u>Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• <b>Core Responsibilities</b> (professional conduct, health and safety, equality)</li> </ul> <p><b>Wider Responsibilities</b> (insurance, child protection, legal obligations, ethics and values, rules and regulations)</p>
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## Travel & Tourism

### BTEC Level 2 Unit 2: UK Travel and Tourism Destinations Assignment Brief

<b>Unit Number</b>	2
<b>Unit Title</b>	UK Travel and Tourism Destinations
<b>Assignment Number</b>	2
<b>Assignment Title</b>	The Appeal of UK Tourism Destinations
<b>Date Set</b>	12/06/2017
<b>Deadline for 1<sup>st</sup> submission</b>	30/06/2017

#### SCENARIO

As an employee at a local tourist information centre, you have been asked to investigate the appeal of UK tourist destinations and recommend improvements to a given UK destination in order that it might increase its appeal to visitors.

<b>Outcomes</b>	B	Investigate the appeal of UK tourism destinations for different types of visitors
<b>Grading Criteria</b>	2B.P4	Describe how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.
	2B.M2	Recommend how one UK destination might be able to increase its appeal to different types of visitors.
	2B.D1	Justify own recommendations as to how one UK destination might be able to increase its appeal to different types of visitors.

#### Evidence you are required to produce in order to achieve the grading criteria:

- Three brochures - one for each destination chosen.
- A presentation, supporting notes, and an observation statement completed by your tutor.

## Tasks

What you need to do in order to achieve each of the grading criteria:

<p><b>Task 1</b></p> <p><b>2B.P4</b> Describe how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.</p> <p><b>2B.M2</b> Recommend how one UK destination might be able to increase its appeal to different types of visitors.</p> <p><b>2B.D1</b> Justify own recommendations as to how one UK destination might be able to increase its appeal to different types of visitors</p>	<p>You must conduct an investigation into <b>three</b> UK tourist destinations:</p> <ol style="list-style-type: none"> <li>1. one town or city</li> <li>2. one seaside resort</li> <li>3. one countryside area.</li> </ol> <p>For <b>each</b> destination, create a brochure that describes the appeal of that destination to at least <b>two</b> different visitor types, for example: groups, families, visitors of different ages or cultures, non-English-speaking visitors or those with specific needs, domestic or inbound visitors.</p> <p>You must consider key aspects of appeal for each destination, including:</p> <ul style="list-style-type: none"> <li>• visitor attractions</li> <li>• natural features</li> <li>• range of accommodation</li> <li>• facilities</li> <li>• arts and entertainment</li> <li>• sightseeing</li> <li>• transport links.</li> </ul> <p>Ensure that your descriptions for each destination are focused on how they appeal to both of your chosen visitor types. For example, you may choose Blackpool as your seaside resort and describe how it can appeal as a destination to both families and groups.</p> <p>For <b>one</b> destination you must create a presentation to make recommendations on how this destination might increase its appeal to different types of visitors. You will need to justify your recommendations as to how this destination can increase and widen its appeal to many types of visitors. You could consider, for example: improvements to facilities to cater for specific customer types; better transport facilities to encourage incoming visitors; the costs incurred by visitors.</p>
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If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Outline how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.	2	1B.4