



CURRICULUM MAP (Long term plan)

SUBJECT : BTEC Digital Information technology

YEAR GROUP: 11

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Pearson’s Set Assignment: Component 2 - Collecting, Presenting and Interpreting Data</p> <p>Window 1: October PSA release Deadline for mark submission and upload of learner work for sampled learners is mid Dec</p> <p>Deadline for amending marks following moderator feedback (where necessary) is end January</p>	<p>Component 3: Modern Technology, Cyber Security, Wider implications of digital systems, Planning and Communicating in Digital Systems</p> <p>A: Modern technologies B: Cyber security C: The wider implications of digital systems D: Planning and communication in digital systems</p>	<p>Revision for final external assessment Component 3: Effective Digital Working Practices</p> <p>The main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.</p>
Disciplinary knowledge - what skills are practised?	<p>The assignment for this component consists of three tasks.</p> <p>In response to Task 1, learners will explore the suitability of two given data collection methods used by an organisation for a given dataset. 1 hour to complete.</p> <p>In response to Task 2, learners will carry out different manipulation and processing methods in order to create a</p>	<p>A1: Modern technologies A2: Impact of modern technologies</p> <p>B1: Threats to data B2: Prevention and management of threats to data B3: Policy</p> <p>C1: Responsible use C2: Legal and ethical</p> <p>D1: Forms of notation</p>	<p>Learners must be able to apply decision-making skills and techniques in line with different organisations’ use of digital systems and the wider implications associated with their use.</p> <p>The external assessment is based on key tasks that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.</p>

	<p>dashboard, providing data summaries using appropriate presentation methods and features. 2.5 hours to complete.</p> <p>In response to Task 3, learners will analyse a dataset, present their findings and draw conclusions based on these findings. They will explore how presentation affects understanding in the dataset and how they could be improved. 2.5 hours to complete.</p>		
<p>Key questions (What is the learning about?)</p>		<p>Communication technologies: ad-hoc networks, open networks, performance issues and network availability</p> <p>Cloud storage: access rights, synchronisation, availability and scalability</p> <p>Cloud computing: applications, consistency of versions between users, single shared instances and collaboration tools/features</p> <p>Selection of platforms and services: complexity of features, paid versus free, interface design and available devices</p> <p>Using cloud and traditional systems together: device synchronisation, online/offline working and notifications</p> <p>Choosing cloud technologies: disaster recovery policies and security of data</p>	<p>Revision for final external assessment</p>

		<p>Maintenance, set up and performance considerations: maintenance: updates, downtime and staff expertise and performance: responsiveness, complexity of task and available devices</p> <p>Collaborative technologies: world teams, multicultural, inclusion, 24/7/365 and flexibility</p> <p>Using modern technology when managing teams: communication and collaboration tools</p> <p>Using technology when managing teams: scheduling and planning tools</p> <p>Communication with stakeholders: communication platforms and selection of appropriate communication channels</p> <p>Accessibility and inclusivity: interface design, accessibility features and flexibility</p> <p>How modern technologies impact on the organisation: infrastructure, demand, availability, 24/7 access and security of distributed/dispersed data</p> <p>How technologies impact the way organisations operate: inclusivity, accessibility and remote working</p> <p>How technology impacts individuals: flexibility, working styles and impact on mental wellbeing</p> <p>External threats to digital systems and data: unauthorised access, malware, phishing, pharming, social engineering, shoulder surfing and man-in-the-middle attacks</p>	
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<p>Assessment Live marking is conducted throughout lessons with verbal feedback and feedback cards given out to students. <i>This is not conducted during PSA's</i></p>	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>The Pearson-set Assignment will be completed in approximately</p>	<p>A: Mock assessment of unit B: Mock assessment of unit C: Mock assessment of unit D: Mock assessment of unit</p>	<p>Full Mock assessment</p> <p>External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1 hour 30 minutes within the period timetabled by Pearson.</p>



	6 hours of supervised assessment. 60 marks.		60 marks
Literacy (L), Numeracy (N), Oracy (O) opportunities	Digital IT terminology (L) Microsoft Excel for mathematical calculations (N) Visualisation of data to identify patterns and trends (N) Writing and presenting information suitable for audience and purpose (L,O)	Understanding Networking and related terminologies (L) Combining hardware and software terminologies (L) Combining accessibility and inclusivity terminologies (L) Forms of notation: interpreting/creating data flow diagram and flowcharts (N, O)	
Cross Curricular Opportunities	Business - the value of data Maths - use of arithmetic and logic expressions. Art and design - considering the format and layout of texts and images used for an audience.	Citizenship - computer laws, privacy laws, data laws, being safe online.	
Super curriculum	KS3/4 Computing Club YouTube Channels: Craig n Dave https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg MrBrownCS - https://www.youtube.com/@ComputerScienceTutor Know it All Ninja – https://www.knowitallninja.com BBC Bitesize - https://www.bbc.com/bitesize/subjects/z34k7ty		
Careers	Data scientist Data Analyst (Market, Retail, H&S) Risk Manager Data Architect	Cyber Security roles with GCHQ IT Technician Network Technician 1st Line Technical Support Software Support Engineer Network Support Specialist	

		Business Analyst Accessibility Manager Communications Manager IT Lawyer Penetration Tester Cyber security analyst
Equality and Diversity Gender Disability Religion Race Sexuality	Pearson's Set Assignment	Unit covers accessibility and inclusion required in IT software, hardware and interfaces in particular Unit covers range of view on use of IT in industry and at a personal level considering demographics
Local Community Links		
British Values British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	Pearson's Set Assignment	Within lessons learners have the opportunity to contribute to discussions, have their opinions heard, view other learners work and give them feedback. Students are encouraged to allow everyone to have their say on particular topics and also how to present different pieces of work. Learners are taught how to use the Internet safely, at school and at home, and how to report any images/messages deemed to be inappropriate. Learners are encouraged to make choices, safe in the knowledge they are in a safe and supportive environment. The school provides boundaries for the children to make choices safely. Learners are taught about their etiquette online and how to engage in an online community positively.