

Year 11 Digital Information Technology Curriculum Overview



Year 11		HT1 Sept – Oct (8 weeks)	HT2 Nov – Dec (7 weeks)	HT3 (Jan – Feb (6 weeks)	HT4 Mar – Apr (6 weeks)	HT5 Apr – May (6 weeks)	HT6 Jun – Jul (7 weeks)
	Topic	Component 2 Learning Aim A: Investigate the role and impact of using data on individuals and organisations	Component 2 Learning aim B: Create a dashboard using data manipulation tools	Component 2 Learning aim C: Draw conclusions and review data presentation methods.	Component 3a/3b/3c – Exam Unit A: Preparation. Modern Technologies and impact of modern technologies B: Preparation. Threats to data, prevention, and management of threats to data. C: Wider implications of Digital Systems Exam Preparation. Policies Mock exams.		X
	Why this and why now? Topics will be done in order of Learning aim for each component.	Prep work component 2 learning Aim A Prep work for component 3. Why now? Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment and external assessment. Underpinning knowledge needed for (Component 3)	Prep work component 1 learning Aim B Prep work for component 3. Why now? Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment and external assessment. Underpinning knowledge needed for (Component 3)	Prep work component 1 learning Aim C Prep work for component 3. Why now? Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment and external assessment. Underpinning knowledge needed for (Component 3)	Component 3 learning Aim A/B/C Why now? Building students skills and knowledge in preparation for external assessment in HT5 Learners will have had one attempt at the external examination in Year 10. They get the opportunity to improve on their score in Year 11		X
	What is the essential knowledge that needs to be remembered?	C2 Learning Aim A: Learners will assess in comprehensive detail how data is used across two different sectors to make decisions. Their assessment will: -Be specific in what data organisations need to make decisions and give a wide range of relevant examples to the context; each example will be comprehensively justified -Include comprehensive detail as to how both primary and secondary data collection methods affect the data (e.g. Sample size, who is asked).	C2 Learning Aim B: Learners will select and use effectively relevant data manipulation methods. They will use data manipulation methods with accuracy to manipulate a range of data. Learners will make efficient use of the data manipulation methods throughout their solution. This includes the use of complex functions (for example decision-making functions, string operation functions, lookup functions). The methods selected by learners will be comprehensively justified. Learners will provide a fully efficient and effective dashboard. This will:	C2 Learning Aim C: Learners will use their dashboard to draw a range of specific, relevant, and well justified conclusions. This will include trends, patterns, and possible errors. They will: <ul style="list-style-type: none">Provide specific, appropriate, and effective recommendations based on their conclusions in thorough detailUse their dashboard to give a wide range of relevant examples to support their conclusions and recommendations. They will assess:	Learning Aim A: Understand how and why modern technologies are used by organisations and stakeholders to access and manipulate data, and to provide access to systems and tools to complete tasks. Learners should understand the implications of these tools and technologies for organisations and stakeholders. Aspects to be learned: -Communication technologies -Cloud storage and computing -Cloud storage and traditional ICT compatibility -Modern technology and global aspects -Positive and negative impacts of technology on organisations and individuals. Learning Aim B: Learners must understand how the increased reliance of organisations on digital systems to hold data and perform vital functions presents a range of challenges and dangers. They should understand the nature of threats to digital systems and ways that they can be mitigated through organisation policy, procedures, and the actions of individuals. They should be able to apply knowledge of cyber security to a range of vocational contexts.		X

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	<p>-There will be a range of relevant examples; each example will be comprehensively justified</p> <p>-Explore the link between the data collection methods and features, and how they impact on the quality of data throughout.</p> <p>Aspects Learned</p> <ul style="list-style-type: none"> -Characteristics of data and information -Representing information -Ensuring data is suitable for processing -Data collection -Quality of information -Sectors that use data modelling -Threats to individuals 	<p>-Have a wide range of clear summaries of their manipulated data</p> <p>-Incorporate a wide range of appropriate presentation methods, including a range of different charts/graphics, tables, pivot tables and conditional formatting</p> <p>-Have presentation methods that are appropriate for the data being shown</p> <p>-Use suitable presentation features to create an effective dashboard that clearly summarises data</p> <p>-Include suitable use of titles, labels, graphics, and a range of formatting features</p> <p>-Make use of automated features (e.g. Buttons/macros, dropdown menus) to show some different aspects of the data on their dashboard. For example, learners could have a dropdown menu to show data from a range of different areas of their dataset.</p> <p>Aspects Learned</p> <ul style="list-style-type: none"> -Data processing methods -Producing a dashboard 	<ul style="list-style-type: none"> • The effectiveness of the presentation of their dashboard and how it affected the conclusions drawn and recommendations made • How they have used appropriate presentation features to ensure the information on their dashboard was not biased, misunderstood, or used to make inaccurate decisions. <p>Aspects learned</p> <ul style="list-style-type: none"> • Drawing conclusions based on data • How presentation affects understanding 	<p>Aspects to be learned:</p> <ul style="list-style-type: none"> -Threats to data including internal and external threats -Impacts of security breaches -Protection and restriction of access -Improving security -Policies and procedures -Actions and responses <p>Learning Aim C:</p> <p>Learners should understand the wider implications of digital systems and their use. Learners should understand how legislation covering data protection, computer crimes and intellectual property has an impact on the way that organisations and individuals use digital systems and data. Learners should understand the procedures that organisations must follow to conform to legal requirements and professional guidelines.</p> <p>Aspects to be learned:</p> <ul style="list-style-type: none"> -Responsible use of technology -Sharing data -Environmental aspects to technology -Legal and Ethical use -Data protection principles -Criminality and computer systems -Planning communication systems 	
What is the assessment intent and how will you assess?	<p>Approved Assignment Brief Learning Aim A</p> <p>To assess progress against specified criteria of Learning Aim A of Component 2.</p> <p>L1P / L1M / L2P / L2M / L2D</p>	<p>Approved Assignment Brief Learning Aim B</p> <p>To assess progress against specified criteria of Learning Aim B of Component 2</p> <p>L1P / L1M / L2P / L2M / L2D</p>	<p>Approved Assignment Brief Learning Aim C</p> <p>To assess progress against specified criteria of Learning Aim C of Component 2</p> <p>L1P / L1M / L2P / L2M / L2D</p>	<p>To prepare learners for external assessment – learning Aim A, B and C</p> <p>To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.</p> <p>Adapted and balanced examination-style questions to meet needs identified throughout and because of the Mock Examinations.</p> <p>Final Examination Mid-May 2022</p>	X

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	What should the end point look like	<p>Student will have completed Component 2 Learning Aim A internal assessment. Evidence word-processed document. Showing a comprehensive assessment of the data.</p> <p>Learners will have demonstrated knowledge of the following:</p> <ul style="list-style-type: none"> -Characteristics of data and information -Representing information -Ensuring data is suitable for processing -Data collection -Quality of information -Sectors that use data modelling -Threats to individuals 	<p>Student will have completed Component 2 Learning Aim B internal assessment. Evidence: A written document containing screenshots that shows:</p> <ul style="list-style-type: none"> -The completed dashboard. -The choice of presentation features used. -The data manipulation tools used. <p>Learners will have demonstrated knowledge of the following:</p> <ul style="list-style-type: none"> -Data processing methods -Producing a dashboard 	<p>Student will have completed Component 2 Learning Aim C internal assessment. Evidence: A word-processed document that uses screenshots from student's dashboard to:</p> <ul style="list-style-type: none"> -identify patterns and trends in the data. -make appropriate recommendations. -support conclusions. -assess how effective the presentation of the data on the dashboard is. <p>Learners will have demonstrated knowledge of the following:</p> <ul style="list-style-type: none"> -Drawing conclusions based on data -How presentation affects understanding 	<p>Students will have completed work booklet Component 3 Learning aim A. Mock assessment papers for learning aim A. Within written responses students will show an understanding of subject specific terminology and an understanding of how to answer question correctly – giving reasons for answers. Students will have completed work booklet Component 3 Learning aim B. Mock assessment papers for learning aims A and B. Within written responses students will show an understanding of subject specific terminology and an understanding of how to answer question correctly. Students will have completed work booklet Component 3 Learning aim C. Mock exam papers. Within written responses students will show an understanding of subject specific terminology and an understanding of how to answer question correctly. Students will reach target grade in the examination</p>	X
	Wider Curriculum Links	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths; English; Science; Graphics</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths; English; Science; Graphics</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths; English; Science</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths English Science</p>	X