



Subject: Computing & Business BTEC Tech Award in Digital Information Technology
Curriculum Overview

2018-2019

The following 3 sequential units of work are covered over a 2 year period (year 10 & 11)

Component 1 Exploring user interface design principles and project planning techniques	Subject Content / Knowledge	In this first component pupils will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface such as a mobile phone app or website.
	Skills	Learning aims: <ul style="list-style-type: none"> • Investigate user interface design for individuals and organisations • Use project planning techniques to plan and design a user interface • Develop and review a user interface.
	Assessment	Internal Assessment 30% of the course Pupils must meet different levels of assessment criteria in order to achieve an overall component grade of either a Level 1 Pass, Level 1 Merit, Level 2 pass, Level 2 Merit or Level 2 distinction.
Component 2 Collecting, Presenting and Interpreting Data	Subject Content / Knowledge	In this second component pupils will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.
	Skills	Learning aims: <ul style="list-style-type: none"> • Investigate the role and impact of using data on individuals and organisations • Create a dashboard using data manipulation tools • Draw conclusions and review data presentation methods.
	Assessment	Internal Assessment 30% of the course Pupils must meet different levels of assessment criteria in order to achieve an overall component grade of either a Level 1 Pass, Level 1 Merit, Level 2 pass, Level 2 Merit or Level 2 distinction.
Component 3	Subject Content / Knowledge	This final component pupils will have an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow pupils to explore the digital systems available to organisations and how their features have an impact on the way organisations operate.

Effective Digital Working Practices		<p>Pupils can explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.</p> <p>Pupils will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that they are able to make reasoned judgements on the systems.</p> <p>This component builds on Key Stage 3 where pupils will have learned how to use technology responsibly. In this component, pupils will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.</p>
	Skills	<p>Theory content:</p> <ul style="list-style-type: none"> ● Modern Technologies <ul style="list-style-type: none"> ○ Modern Technologies ○ Impact of modern technologies ● Cyber Security <ul style="list-style-type: none"> ○ Threats to data ○ Prevention and management of threats to data ○ Policy ● The wider implications of digital systems <ul style="list-style-type: none"> ○ Responsible use ○ Legal and ethical ● Planning and communication in digital systems <ul style="list-style-type: none"> ○ Forms of notation
	Assessment	<p>Summative External Examination (1 hour 30 minutes). 40% of the course.</p> <p>This external component builds on knowledge, understanding and skills acquired and developed across the qualification. It requires pupils to select and integrate knowledge and understanding synoptically from all components. It is assessed through an external assessment that is set and marked by Pearson.</p> <p>Assessment availability is twice a year: February and May..</p>