



BTEC DIT

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Post 16 Study	Progression to Level 3 BTEC qualifications or A Level Computer Science																																						
Year 11	Component 3 Part A							Component 3 Part B							Component 3 Part C							Component 3 Part D							Exams & finish school										
	Modern Technologies: How current and modern technologies are used and have an impact on organisations and stakeholders.							Cyber Security: How the increased reliance of organisations on digital systems to hold data and perform vital functions presents a range of challenges and dangers.							Wider implications of digital systems: What the wider implications of digital systems and their use are and the procedures that organisations must follow in order to conform to legal requirements and professional guidelines.							Planning and communication in digital systems: How individuals in the digital sector plan solutions and communicate meaning and intention.																	
	AO.1/AO.2/A0.3/A0.4							AO.1/AO.2/A0.3/A0.4							AO.1/AO.2/A0.3/A0.4							AO.1/AO.2/A0.3/A0.4																	
	National Curriculum and Assessment Objectives							A1 What is a user interface, A2 Audience needs, A3 Design principles A4 Designing an efficient user interface, B1 Project planning techniques B2 Create a project plan, B3 Create an initial design, C1 Develop a user interface, C2 Refining the user interface, C3 Review A1b Characteristics of data and information, A2b Representing information A3b Ensuring data is suitable for processing, A4b Data collection A5 Quality of information and impact, A6 Sectors that use data modelling A7 Threats to individuals, B1b Data processing methods, B2b Produce a dashboard C1b Drawing conclusions based on data, C2 How presentation affects understanding AO.1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO.2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology AO.3 Analyse, evaluate and make reasoned judgements about the use, factors and implications																															
	Curriculum Principles Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important. Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.													Coherent – Makes explicit connections and links between the different subjects/experiences encountered. Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more) Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student’s current level of maturity/knowledge.													Focused – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject. Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.												