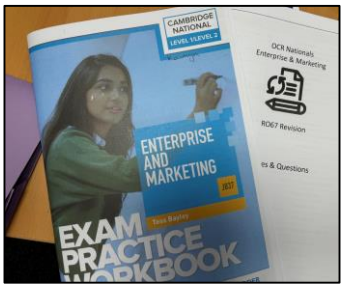
Digital Technology & Business Department Newsletter

Happy Easter!

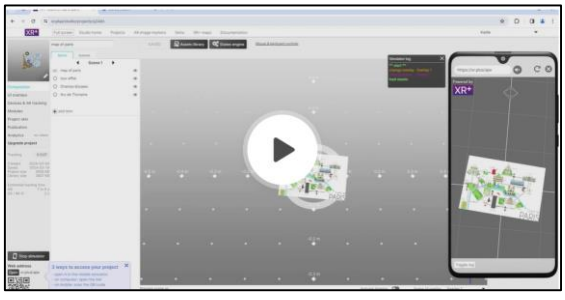
This term seems to have flown by and we are approaching the Easter break. Our students have continued to meet our expectations and work incredibly hard. We hope you enjoy reading what has been happening in lessons over the last few weeks.

The postman has been busy making deliveries of our success postcards. The team nominate two students from each class in every year – 56 nominations in total! Congratulations if you receive a postcard.



The start of the GCSE exams is getting closer. All Year 11 students have been given a pack of revision material to be using at home to support their individual revision.

It may be the Easter holidays, however Year 11 students are invited into school for some additional support with their revision. The Business revision session will be held on Tuesday 10th April from 10am; The Dig Tech revision session will be held on Monday 9th April from 10am.



The Year 10 Digital Technology class have been focused on their second piece of coursework. In this task the students have been asked to create a prototype app that shows key information for visitors. The examples the group have produced have all been planned first using a variety of planning tools such as flowcharts. Following making the prototype, the students will test each element to check that it works as expected. Finally, they have evaluated the completed prototype against the original success criteria.

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The Year 10 Business students have been focused this half term continuing to work on their promotional campaign for the ice cream that they have designed.

Year 9 have started looking at complex formula in spreadsheets so that they have the knowledge ready to make their quiz after the holidays. The students have been getting to grips with formulas such as MIN & MAX before moving onto COUNT, COUNT IF and IF statements.

Katelyn 9I

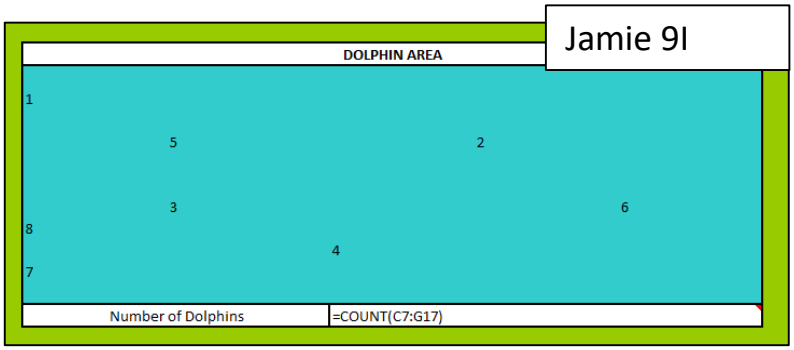
Animal	Number of Animals	Adoption Cost per Month	Number of Adoptions	Total Cost of Adoptions
Panda	6	3.5	104	=E5*D5
Tiger	4	5	81	=E6*D6
Orangutan	18	2.5	78	=E7*D7
Dolphin	8	3	156	=E8*D8
Elephant	5	6	62	=E9*D9
Polar Bear	9	5.5	97	=E10*D10
Rhino	14	3	34	=E11*D11

SUM	=SUM(C5:C11)	=SUM(D5:D11)	=SUM(E5:E11)	=SUM(F5:F11)
MIN	=MIN(C5:C11)	=MIN(D5:D11)	=MIN(E5:E11)	=MIN(F5:F11)
MAX	=MAX(C5:C11)	=MAX(D5:D11)	=MAX(E5:E11)	=MAX(F5:F11)
AVERAGE	=AVERAGE(C5:C11)	=AVERAGE(D5:D11)	=AVERAGE(E5:E11)	=AVERAGE(F5:F11)

Katelyn has been refreshing her use of formula in order to complete simple calculations.

Jamie 9I

Here Jamie shows how he has been able to utilise the COUNT formula in order to work out how many cells contain data.



Justin 9A

Item	Price	Discount?	Number in Stock	Reorder?
Toy Car	3.99	=IF(C4<10,"offer 10% discount","no discount")	6	=IF(E4<5,"Y","")
Teddy Bear	8.99	=IF(C5<10,"offer 10% discount","no discount")	4	=IF(E5<5,"y","")
Building Blocks	12.99	=IF(C6<10,"offer 10% discount","no discount")	8	=IF(E6<5,"y","")
Doll Outfit	9.99	=IF(C7<10,"offer 10% discount","no discount")	2	=IF(E7<5,"y","n")
Crayons	2.99	=IF(C8<10,"offer 10% discount","no discount")	5	=IF(E8<5,"y","")

Getting to grips with how IF statements are constructed can be difficult. Justin shows how he has been able to use an IF statement to see if there could be a discount applied as well as showing if the item needs to be reordered.

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Year 8 have started investigating databases and the use of a database. Students have been looking at what a database is and the types of databases, both paper-based and computerised.

Darcy 8A

	Flat File Database	Relational Database
Definition	One table full of all the information	Separate tables from different things but all are the same.
Examples where used	Tuc shop	Vets
Advantages	Saves you having to find it anywhere else	Better organized and can store it better
Disadvantages	Could get mixed up	Could get lost

Maxims 8S

1. In a database, what is a field?

A field is 1 piece of information.

2. What kind of fields would the school database have about you?
Your name, your behaviour, attendance, date of birth, sex/gender.

3. What kind of fields would the police database have about criminals?

Their crimes, name or alias, their wanted level, bail price, last seen location.

4. What kind of fields would a database about games have?

Age rating, genre, username.

Now that students have looked at some of the theory behind a database, their next task will be to start making one.

Year 7 are starting to learn how to create a webpage using the computing language of HTML. Students have been using Notepad++ to start writing their websites with a focus on the text tags first.

Raven 7O

```
<html>
<head>
<title> This is my first web page </title>
</head>
<body>
<h1>Hello world</h1> This is my <u>first web</U> page. There's more to come
</body>
</html>
<p>here is a lists of items I like in about school:<br>
break<br>
history<br>
most of all LUNCH!<br>
</p>
```

Addison 7P

```
<html>
<head>
<title>this is my first web page.</title>
</head>
<body>
<h1><center>Hello world </center> </h1>this is my <b>first</b> web page. there's<u>more</u> to come.
</body>
</html>
```

The students have been using a variety of tags to format the text on the page. They have also used the tags to make sure the page has a title when it is viewed on a browser.