



Subject Curriculum – BTEC DIT Y10

	Autumn Term	Spring Term	Summer Term
<p>Big Ideas & Purpose</p>	<p>HT1 & HT2 For Component 1 students 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.</p> <p>Learning outcomes: A Understand interface design for individuals and organisations.</p> <ul style="list-style-type: none"> Understand the use of different types of user interface and how they vary across different uses, devices and purposes. Consider the varying needs of the audience and how they affect both the type and the design of the interface. Understand how design principles provide both appropriate and effective user interaction with hardware devices. Apply the techniques that can be used to improve both the speed and access to user interfaces. <p>B Be able to use project planning techniques to plan, design and develop a user interface</p> <ul style="list-style-type: none"> Understand the use of different planning tools and design methodologies that can be used to plan, monitor and execute projects. Understand project planning techniques used to develop a project proposal and project plan for the development of a user interface for a given brief. Produce an initial design using design principles. Be able to use their design to produce a user interface. <p>C Be able to review a user interface.</p> <ul style="list-style-type: none"> Be able to review the success of the user interface 	<p>HT3 Building on skills from HT1 and HT2, pupils will complete the Pearson set the assignment (PSA) for the assessment of this component. The assignment for this component consists of four tasks. Completed during 6 full supervised hours minimum.</p> <p>*Assessment type: Internal, externally moderated</p> <p>HT4 For Component 2 students 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.</p> <p>Learning outcome A: Understand how data is collected by organisations and its impact on individuals</p> <ul style="list-style-type: none"> Understand the concepts of data and that data is meaningless without converting it into information. The different ways of representing information Understand the methods that can be used to ensure data input is suitable The different types of data collection methods, the strengths and weaknesses of each, how data collection features affect its reliability. Understand the factors that affect the quality of information. Identify how different types of data are used by organisations for data modelling. Consider the treats that face individuals that have data stored about them. 	<p>HT5 Learning outcome B: Be able to create a dashboard using data manipulation tools</p> <ul style="list-style-type: none"> Be able to import data from an external source and explore how to accurately apply data processing methods to aid decision making. Use a dashboard to select and display information summaries based on a given data set. <p>HT6 Learning outcome C: Be able to draw conclusions and review data presentation methods</p> <ul style="list-style-type: none"> Draw conclusions based on findings in the data Use a dataset and dashboard to present findings and draw conclusions based on their findings Investigate how well the presentation methods and features listed in LOB have been used Ensure they do not lead information being misinterpreted or biased Ensure inaccurate conclusions are not being made. <p>*Assessment type: Internal, externally moderated</p>

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Programme of Study	BTEC Award Digital Information Technology					
Key Assessments	Mock PSA - 30 Marks		Real PSA - 60 Marks		Mock PSA – 30 Marks	
Key skills	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving • Evaluation 	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving • Evaluation 	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving • Evaluation 	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving • Evaluation 	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving • Maths • Data analysis • Drawing conclusions • Evaluation 	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving • Maths • Data analysis • Drawing conclusions • Evaluation
Links to careers	Level 2 Technical Certificate Level 3 programme A Levels T Level BTEC National A levels Computer Science Creative media Engineering Maths User Interface and User Experience (UI/UX) IT Technician Software support engineer Digital Marketer Web developer IT Project manager	Level 2 Technical Certificate Level 3 programme A Levels T Level BTEC National A levels Computer Science Creative media Engineering Maths User Interface and User Experience (UI/UX) IT Technician Software support engineer Digital Marketer Web developer IT Project manager	Level 2 Technical Certificate Level 3 programme A Levels T Level BTEC National A levels Computer Science Creative media Engineering Maths User Interface and User Experience (UI/UX) IT Technician Software support engineer Digital Marketer Web developer IT Project manager	Level 2 Technical Certificate Level 3 programme A Levels T Level BTEC National A levels Computer Science Creative media Engineering Maths User Interface and User Experience (UI/UX) IT Technician Software support engineer Digital Marketer Web developer IT Project manager	Level 2 Technical Certificate Level 3 programme A Levels T Level BTEC National A levels Apprenticeships Computer Science Creative media Engineering Maths Data analyst Network technician	Level 2 Technical Certificate Level 3 programme A Levels T Level BTEC National A levels Apprenticeships Computer Science Creative media Engineering Maths Data analyst Network technician

Our Lady and St. Bede Catholic Academy

Subject Curriculum – BTEC DIT Y11



	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>HT1 & HT2 Building on skills from HT5 & HT6, pupils will complete the Pearson set the assignment (PSA) for the assessment of this component. The assignment for this component consists of three tasks.</p> <p>Completed during 6 full supervised hours minimum.</p> <p>*Assessment type: Internal, externally moderated</p>	<p>HT3 & HT4 For Component 3 students will explore how organisations use digital systems, and the wider implications associated with their use.</p> <p>Learning Aim A Modern technologies</p> <ul style="list-style-type: none"> • Communication technologies • Features and uses of cloud storage/cloud computing • Impact of modern technologies <p>Learning Aim B Cyber security</p> <ul style="list-style-type: none"> • Threats to data • Prevention and management of threat • Policy <p>Learning Aim C Wider implications of digital systems</p> <ul style="list-style-type: none"> • Responsible use • Legal & ethical <p>Learning Aim D Planning and communication in digital systems</p> <ul style="list-style-type: none"> • Forms of notation including: <ul style="list-style-type: none"> • data flow diagrams • Flowcharts • System diagrams • Tables • Written information. 	<p>HT5 Revision and re-capping of content covered in HT3 & HT4</p> <p>Retrieval and revision of knowledge covered for Component 1:</p> <ul style="list-style-type: none"> • Types of interfaces • Factors affecting the choice of user interface <ul style="list-style-type: none"> • Accessibility needs • Planning tools • Methodologies <p>Retrieval and revision of knowledge covered for Component 2:</p> <ul style="list-style-type: none"> • Threats to individuals <p>Real GCSE exams</p> <p>Assessed through an external assessment that is set and marked by Pearson. An exam worth 60 marks - 1 hour and 30 minutes HT6 Students have completed BTEC DIT qualification</p>

Programme of Study	BTEC Award Digital Information Technology					
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Key skills	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving 	<ul style="list-style-type: none"> • Research • Creative design • Planning • Problem solving 	<ul style="list-style-type: none"> • Theory • Retrieval • Exam practice • Exam technique 	<ul style="list-style-type: none"> • Theory • Retrieval • Exam practice • Exam technique 	<ul style="list-style-type: none"> • Theory • Retrieval • Exam practice • Exam technique 	

	<ul style="list-style-type: none"> • Maths • Data analysis • Drawing conclusions • Evaluation 	<ul style="list-style-type: none"> • Maths • Data analysis • Drawing conclusions • Evaluation 				
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