

SUBJECT: GCSE Computer Science

Rationalise In the final year of study, year 11 will develop action gesplicit links between the various topics studied. They will develop action understanding of the main computers science concepts and theary through the revision of key components. The year 11 curriculum should develop uplic confidence to enable them to independently use a range of computer science activity. Summer S	Year Group:	Year 11						
develop a deep understanding of the main computer science concepts and theory through the revision of key components. The year 11 curiculum should develop puil confidence to enable them to independently use a range of computational thinking skills to solve complex programming problems. The final year should give puils the knowledge and a kills required to be successful to obs successful to be successful to obs successful to successful the different programming comports in the purpose of first examing programming comports in the programming comports of the different programming comports of the programming comports of the different programming comports of the programming comports of the different programming comports of the different programming comports of the different programming comports of the different programming comports of the different programming comports of the different types of transitions. The for and togic errors software programming comports in the programming comports of the different types of transitions. The for data creations of the different types of transitions. The for camports of the different types of the different types of transitions. The for camports of the different types of transitions. The for camports of the different types of transitions and double the different types of the d	Rationale:	In the final year of study, year 11 will develop strong explicit links between the various topics studied. They will						
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Topic/Unit: Legislation, Data Topic/Unit: Programming classification, concepts and algorithms Topic/Unit: Statistication, algorithms Topic/Unit: Shows Topic/Unit: Robust Topic/Unit: Programming and Guide Revision Topic/Unit: Robust Topic/Unit: Programming and Guide Revision Topic/Unit: Robust Topic/Unit: Robust Topic/Unit: Robust Knowledge Legislations legislations Programming Classification Computer Systems computer Systems Topic/Unit: Robust First Exam Mid May List Programming classifications Computer Systems computer Systems Robust First Exam Mid May List Programming classifications Computer Systems Robust First Exam Mid May List Programming computer science Computer Systems Robust First Exam Mid May DPA(GDRP), The computer The purpose of translators. The computer and an interpreter Topic/Unit: Convertise First Exam Mid May Data Compets of Land translators. The programming concepts including the significanty. First Exam Programming concepts including the interpreter Source vs proprietary. First Exam Programming concepts including understanding the rest station and reading, writing and detonaling programming concepts. Topic/Unit: Computer Systems Topic/Unit: Source and purpose of different types of the programming concompression, the		1	Autumn renn z		Spring renn z	Term 1	Term 2	
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St Edmund	d Arrowsmit	h Catholic Hig	h School : Curric	ulum (2022-	-2023)	X
Skills	Evaluation skills will be developed as pupils investigate different legislations and apply them to different scenarios. Computation al thinking skills be developed as pupils develop understanding of how computers actually work in more depth, understanding how data is stored and interpreted by them. Numeracy skills will be developed as pupils covert between three different number bases using their arithmetic skills and their understanding of powers. Metacognitive practice will be a key component of the computational logic unit.	Programming and problem solving skills will be the focus. As pupils are identifying different code samples and tracing through code analytical skills will be developed in addition to debugging skills which will be developed through identifying and fixing errors in code. As pupils work through a range of challenges they will develop their computational thinking skills and numeracy as they program solutions that use a range of arithmetic. Metacognitive skills will be a large focus as pupils read, interpret and trace through algorithms and solve problems in the most efficient ways us concepts of abstraction and decomposition.	Evaluation skills will be developed as pupils compare and contrast different types of networks and systems architecture components in terms of the positives and negatives. In addition to evaluating the impact of different systems security issues. Literacy skills will be developed as pupils learn how to answer different types of extended answer questions. Communication, debate and oracy skills will be developed through class discussion and debate on the best computer/network components for given scenarios.	Exam technique will develop skills such as time management, abstraction and decomposition skills as pupils develop their knowledge of how to read and interpret exam questions.		
Assess- ments	Formative: Paper 1 Walking Talking Mock examination in class. Formative: Extended answer questions homework. Summative: Data representation on screen test. Formative: End of lessons exam questions.	Mock Examination: Questions from both paper 1 and paper 2. Full examination in formal conditions. Formative: Bi-weekly exam questions homework. Summative: Programming Concepts Exam questions. Formative: End of lessons exam questions.	Formative: Computer Systems exam questions homework. Formative: Bi-weekly exam questions Homework. Summative: Computer Systems topic test. Formative: Computer networks homework exam questions. Summative: Computer Networks on screen test. Formative: End of lessons exam questions.	Paper 2 walking talking mock examination. Formative: Bi- weekly exam questions Homework. Trial Examination: Full paper 1 and full paper 2 sat in formal conditions. Formative: End of lessons exam questions.		

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AR ROUP:	Year 11 - 2021-2022					
mework	 Practice – Pupils given an extended answer question with structure strip to practice exam technique. Extension – Pupils asked to produce a revision resource on the questions they struggled with the most in the walking talking exam paper. Practice and Preparation – Pupils set a Seneca learning assignment on legislation, logic gates and data representation. Pupils need to work through the assignment and answer the supplementary questions. 	Preparation and Practice – Pupils given the task to revise for their mock exam. Pupils provided with a revision list. Practice – Pupils given the task to practice their programming using code academy or solo learn. Practice – Pupils given a programming challenge to complete that requires them to use sequence, selection, iteration and an array. Practice and Preparation – Pupils set a Seneca learning assignment on programming concepts and algorithms. Pupils need to	 Practice and Preparation – Pupils set a Seneca learning assignment on systems architecture, networking and security. Pupils need to work through the assignment and answer the supplementary exam questions. Preparation and Practice – Pupils given the task to revise for their trial exam. Pupils provided with a revision list. Extension – Pupils asked to use the feedback from their trial exam to produce a series of a revision resources on their weakest topics. This will be personal to each pupil. 	Practice and preparation - Pupils given targeted exam questions based on trial performance to help them to prepare for their final exams.		

assignment and answer the supplementary questions