

Year 13: OCR Technicals Level 3 IT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Unit 5 Assignment 1 M1, D1 P2 P3</p> <p>Unit 13 Assignment 1 P1,P2,D1</p> <p>Focus: Unit 5: Understand virtual and augmented reality and how they may be used</p> <p>Unit 13: Understand digital marketing</p>	<p>Unit 5 Assignment 2/3 P4,P5,M2,D2</p> <p>Unit 13 Assignment 2 P3,P4,M1</p> <p>Focus: Unit 5: Be able to design virtual and augmented reality resources Be able to create a virtual or augmented reality resource</p> <p>Unit 13: Understand the use of social media in a business</p>	<p>Unit 5 Assignment 4 P6, M3</p> <p>Unit 13 Assignment3 P5,P6,M2,D2</p> <p>Focus: Unit 5: Able to predict future applications for virtual and augmented reality</p> <p>Unit 13: Be able to plan content and propose appropriate social media channels for digital marketing campaigns</p>	<p>Unit 17 Assignment 1 P1,P2,M1,D1</p> <p>Unit 13 Assignment 4 P7,M3</p> <p>Focus: Unit 17: Understand what is meant by the Internet of Everything (IoE)</p> <p>Unit 13: Be able to develop social media digital marketing campaigns</p>	<p>Unit 17 Assignment 1 and 2 P3,M2</p> <p>Unit 17 Assignment 3 P4,P5,M3,D2</p> <p>Focus: Unit 17: Be able to repurpose technologies to extend the scope of the IoE</p> <p>Be able to present concept ideas for repurposed developments</p>	<p>Getting folders ready for external moderation</p> <p>Focus: Unit 5: Virtual and Augmented Reality.</p> <p>Unit 13: Social Media ad Digital Marketing.</p> <p>Unit 17: Internet of Everything</p>
Assessments	<p>Unit 5 Assignment 1 M1, D1 P2 P3</p> <p>Unit 13 Assignment 1 P1,P2,D1</p>	<p>Unit 5 Assignment 2/3 P4,P5,M2,D2</p> <p>Unit 13 Assignment 2 P3,P4,M1</p>	<p>Unit 5 Assignment 4 P6, M3</p> <p>Unit 13 Assignment 3 P5,P6,M2,D2</p>	<p>Unit 17 P1,P2,M1,D1</p> <p>Unit 13 Assignment 4 P7,M3</p>	<p>Unit 17 Assignment 1, 2 and 3 P3,P4,P5,M2,M3,D2</p>	N/A
Building on Prior Learning	<p>Declarative Knowledge Computing is rich in complex knowledge and something which has been built over time. From Year 12, students will draw on knowledge of concepts such as; Legal and Ethical considerations, different IT systems, connectivity methods, storage and information classifications.</p> <p>Disciplinary/procedural Knowledge Computing in Year 13 provides a context for the use of computers in society. Students will be able to focus on how to respond to different IT industry briefs for different sectors and use prior knowledge from Unit 1 and Unit 2 to adapt to any scenario given.</p>					
Cultural Capital	<p>There is cultural capital in abundance in this programme of study: Computing education is considered to be important, because it has social, cultural and economic benefits. Through computing education, pupils can learn ‘powerful knowledge’, enabling them to become informed and active participants in our increasingly digital society. Students at Trinity build knowledge in this area by being taught about different contexts over time but also by revisiting these contexts and adding new knowledge to what they already know about them. In addition to learning about the contexts themselves, students should learn the knowledge that links them together. This includes knowledge of the technologies that enable such contexts, the laws that constrain their use and the ethical considerations when technology intersects with society.</p>					
Mastery	<p>Computing is rich in abstract concepts that can be difficult for novices to learn. Students at Trinity make progress in computing by knowing and remembering more about and, importantly, across each of these categories: Computer Science, Information Technology and Digital Literacy, and being able to apply this knowledge. However, these pillars do not sit separately from each other and is evident throughout the Cambridge Technical Course for IT. Knowledge from each pillar complements the others and allows clear progression of knowledge throughout the course.</p>					
Development of Character	<p>A wide range of virtues are covered through the teaching of Computing: As our culture is becoming more diverse, it is important students learn to appreciate and understand other people’s fears/needs/hopes/ambitions. It is also important that students examine their responses when using technology and apply the ideas learnt under the heading "Ethical, legal and cultural concerns" for Computing.</p>					
Extra-Curricular opportunities	STEM Club/ AutoCAD club/ Meaningful employer involvement – Millennium Point speakers.					
Metacognitive Learning	<p>In computing, there are so many ways to solve problems, execute an idea, or complete a task. Exercising metacognition allows students to think about different ways to solve a problem and choose the best possible solution for their chosen brief. By using knowledge, they can adapt to the given brief based on prior learning.</p> <p>Self-regulation is key in computing in Year 12, for exams students will ensure retrieval and effective learning strategies are implemented during their interleaved revision throughout exam preparation.</p> <p>For coursework, once the lesson content has been taught, assignments are released. Students are expected to use the specification, prior notes on taught content, and use knowledge to complete a unit of work on their own without any support.</p>					