

Short Fat Subject Cambridge Nationals in ICT

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| Subject Title | Cambridge Nationals in ICT | |
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| Year(s) | Course Outline | What you can do as a parent to support your child throughout this course? |
| Short Fat Course can be chosen in years 9, 10 or 11 | Term 1: R002 – Using ICT to Create Business Solutions | |
| | This unit will enable learners to develop ICT skills that would equip them to operate effectively in a business environment. This unit complements unit R001. In unit R001 learners will study the computer system on which applications software sits and consider the implications of working with data to create content, while in this unit they will work with ‘office’ applications software to edit and format/create content to meet specified business purposes. Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts. | Encourage your children to look at as many professional documents and corporate identities as possible. They should analyse how fonts are used, colour schemes and placement of images. In addition students should be using and experimenting with various office applications – Spreadsheets, Databases, Word processors. |
| | Term 2: R003 - Handling data using spreadsheets | |
| | This unit builds on Unit R002 and learners will be able to apply the skills, knowledge and understanding developed in those units and vice versa. This unit will help the learner to process and present data into meaningful information that can be used to support the decision-making process in real life scenarios. The learning is important because spreadsheets are used extensively in businesses for a variety of purposes such as budgeting, cost modelling, reporting, trend analysis and forecasting. Spreadsheets are very effective at performing automatic calculations e.g. for displaying information to highlight relationships, for predicting outcomes by changing data, for numerical analyses and to create informative graphs and charts. In a school environment teachers use spreadsheets to monitor and analyse learners’ performance. Learners will create a spreadsheet to provide a solution to a given scenario which will provide the facility for the user to create and manipulate data and to produce graphs and/or charts to support decision making. | Like with R002 students should be encouraged to use spreadsheet software and become familiar with what it can do. Some fantastic help videos can be found at twww.teach-ICT.com , not to mention YouTube. |

Term 2 - 3: R004 - Handling data using databases

This unit builds on Units R001 and R002 and learners will be able to apply the skills, knowledge and understanding developed in those units and vice versa. This unit will enable learners to gain the necessary additional skills and knowledge to be able to modify an existing database by adding fields and then to further enhance a database by creating new table structures to produce a relational database structure. They will also learn how to test and interrogate a database. They will understand that a database has to be developed to meet the needs of an individual user or organisation. On completion of this unit learners will be able to modify an existing database and produce a relational database. They will also be able to create queries to interrogate a database and find specific records and produce reports based on the results of these queries and create a user interface for the database.

Like with R003 students should be encouraged to use database software and become familiar with what it can do. Some fantastic help videos can be found at twww.teach-ICT.com not to mention YouTube.

Term 3 - R001 – examination revision

This unit will provide learners with the underpinning knowledge and understanding required to use computer systems effectively. Learners will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.

On completion of this unit, learners will have gained the knowledge and understanding to use computers more effectively in a variety of different contexts including home, school and the workplace. Their regard for their own personal data security and for the security of the data of others will be increased and, overall, learners will be more informed users of computers making them more effective participators in business and social life.

Encourage your children to refer to their revision guides on a regular basis as well as look over past units. In addition mock/past exams can be found on the OCR website, (mock exams/past exams will also be completed in school).

| Assessment Procedures & Key dates | |
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| How students are assessed: | Self and peer assessment takes place within lessons as well as verbal feedback from teachers. Students are expected to record formative feedback within their individual journal and update this with how they acted upon the feedback given. |
| When the key assessment points take place: | <p>End of Term 1 – Students will be given generic feedback within the lesson as permitted by the examination board. Students will then have the coursework marked and feedback to them. This gives them a good indication of how well they are doing so far. Please note R002 will be submitted in January to the examination board used – OCR.</p> <p>End of Term 2 – Students will be given generic feedback within the lesson as permitted by the examination board. Students will then have the coursework marked and feedback given to them. This gives them a good indication of how well they are doing so far and we can start putting together predicted grades more accurately. As we will have completed two of the 4 units. (R002 and R003).</p> <p>Term 3 – Students will be given generic feedback within the lesson as permitted by the examination board. Students will then have the coursework marked and feedback given to them. All internally assessed units will now be completed (R002, R003 and R004). Revision begins on the examination and mini tests along with mock/past exams will begin.</p> |
| How we use the assessment data: | <ul style="list-style-type: none"> • To enable us to provide a holistic picture at regular intervals throughout the year of overall attainment. • To group students according to ability and identify any underachievement. • It can also help identify any units taught which may need adjusting for the year group as we can see which unit’s students perform better in and which ones they do not allowing us to reflect upon our teaching. |
| Marking & feedback Policy: Key points/Principles: | <ul style="list-style-type: none"> ➤ The key purpose of feedback and marking is to promote learning. ➤ Feedback and marking must provide information on students’ progress ➤ The criteria for assessment is shared and understood by all including teachers, LSAs and students. ➤ Feedback should identify ‘next steps’ for students to enable progress in relation to the relevant assessment or success criteria ➤ Feedback on ‘next steps’ must lead to some kind of action by the students if it is to lead to learning. ➤ Summative assessment, formative assessment and peer and self-assessment will be used as appropriate. ➤ The frequency and types of marking will be consistent within teams and in line with departmental policy. |
| External examination specification and assessment framework (KS4 and 5) | <p>Exam board used: OCR</p> <p>Exam Codes: J810</p> <p>When external exam units take place: June 2015</p> |

Unit by unit breakdown of marks awarded and unit codes:

- R002 – 60 (Internal Controlled Assessment)
- R003 – 60 (Internal Controlled Assessment)
- R004 – 60 (Internal Controlled Assessment)
- R001 – 60 (External Examination)