



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																																																																																																																																																																																																																																																														
6	This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” and identity theft are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed.	No previous knowledge is required																																																																																																																																																																																																																																																																														
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																																																																																																																																																																																																																																																																														
<p>Pupils will sit a written test as their final assessment.</p> <p>This Schemes of work is aimed towards GCSE Grades F-D</p>	<p>Provide feedback mid-way through the unit. Provide written feedback following the end of unit assessment.</p>	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr><td>I can recall the term copyright</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can describe what copyright means</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can identify the term legislation</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can discuss copyright law</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can identify why organisations must protect data</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can describe how legislation affects computer 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		<ul style="list-style-type: none">• Adhere to Copyright Law when using written text, downloading music etc.• List some of the Health and Safety hazards associated with computer use• Describe how to safely dispose of an old computer <p>Most pupils will be able to:</p> <ul style="list-style-type: none">• Briefly describe the content of the major Acts concerning computer use• Find out what data is held about them by companies such as Google• Recognise fraudulent emails and protect themselves effectively from unwittingly giving personal information (e.g. account numbers and passwords) or otherwise being defrauded• Protect their online identity using Privacy settings and by not uploading personal details• Use computers sensibly and safely with regard to physical hazards such as backache, eyestrain, RSI etc. <p>Some pupils will be able to:</p> <ul style="list-style-type: none">• Respond effectively and appropriately to emails• Describe the effects on individuals and companies of illegally downloading copyright material, e.g. music, images and movies
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	<ul style="list-style-type: none"> Identify common types of computer crime Look at examples of computer crime on the Internet Learn about different types of email scam Recognise the signs of fraudulent emails 	<ul style="list-style-type: none"> Identify some of the signs of fraudulent emails and respond appropriately Recognise fraudulent emails and protect themselves effectively from unwittingly giving personal information (e.g. account numbers and passwords) or otherwise being defrauded Respond effectively and appropriately to emails 	<p>Pupils to name some crimes that don't involve computers. How many of them could be perpetrated with the aid of a computer or even solely by using a computer?</p> <p>Explain how we are dependent on computer technology in our everyday lives</p> <p>Have any pupils been affected by, or seen evidence of computer crime?</p> <p>Ask pupils if stealing a computer constitutes a computer crime? (Answer: No, unless the data is the target and the computer is taken in order to access the files.)</p>	<p>Define cybercrime. Pupils to answer questions with True/False</p> <p>Identify types of email scams.</p> <p>Explain phishing. Show example. Pupils to identify problems/clues in the email.</p> <p>Explain Trojan Horse and Malware emails, Advanced fee fraud emails and Virus generated emails.</p> <p>Examples of phishing & Trojan/malware on the Internet – see http://www.banksafeonline.org.uk/common-scams.</p>	<p>Pupils complete Worksheet 1 examining whether emails are genuine or not.</p> <p>Extension</p> <p>Research common scams on http://www.banksafeonline.org.uk/common-scams, and complete the extension task at the end of Worksheet 1.</p>	<p>Research an example of a cyber-crime.</p> <p>Explain the crime that takes place and what can be done to stay safe.</p>	<p>Hold a class discussion on the answers to the worksheet. Can the pupils classify them as one of the four common types listed on the PowerPoint slide?</p>



2	<ul style="list-style-type: none"> Learn about the Computer Misuse Act – which makes certain activities illegal Look at examples of computer misuse Understand what is meant by hacking Understand what is meant by malware Learn ways to protect yourself from malware & hacking 	<ul style="list-style-type: none"> Name the major Acts concerning computer use Briefly describe the content of the major Acts concerning computer use 	<p>What is an “Act”, as in “Computer Misuse Act”?</p>	<p>Explain the first clause of the Computer Misuse Act and ask the class if they have ever looked at someone else’s files without permission.</p> <p>Discuss altering data without permission; why would anyone want to? Can pupils suggest any reasons?</p> <p>Discuss with the class some of the things that motivate hackers.</p> <p>Explain how hackers do it.</p> <p>Explain malware and viruses.</p> <p>Explain why hackers steal passwords.</p> <p>Ask pupils to identify signs of malware.</p>	<p>Pupils complete Worksheet 2.</p> <p>Extension activity:</p> <p>Discuss whether it is illegal for the government to look at people’s files. (http://www.theguardian.com/world/2013/oct/03/edward-snowden-files-john-lanchester)</p>	<p>Create a poster which explains how to avoid malware and software</p>	<p>Discuss the answers that pupils have given to the questions on the worksheet. How secure are their personal details and files?</p>
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3	<ul style="list-style-type: none"> • Be aware of who might hold personal data about you • Discuss the need for various organisations to hold data about you • Be aware of the possibility of identity theft • Know how to minimize the chance of identity theft 	<ul style="list-style-type: none"> • Describe briefly some of the dangers of putting personal data on social networking sites • Describe briefly ways of protecting online identity and how to report concerns • Find out what data is held about them by companies such as Google • Protect their online identity using Privacy settings and by not uploading personal details 	<p>Ask pupils what data they think various organisations hold about them and their families.</p> <p>What do they do with this data?</p> <p>What other organisations hold data about you?</p>	<p>Tell pupils about the requirement for an organisation to register with the Data Protection Registrar if it intends to hold any kind of personal data other than a simple mailing list, for example.</p> <p>Summarise some of the major clauses of the Data Protection Act.</p> <p>Explain and discuss Identity theft is then discussed.</p> <p>Ask pupils to visit www.pipl.com and enter their own name, phone number or email address. Pipl will then search for anything on the web in connection with them.</p>	<p>Worksheet 3: Identity Theft</p> <p>Pupils to find what information connected to them is on the web.</p> <p>Extension activity: Ask pupils to log on to Google Dashboard and find out what data Google holds about them. (www.google.com/settings/dashboard)</p>	<p>Write a letter to a friend which:</p> <ul style="list-style-type: none"> • explains to them why they need to protect their identity • suggests ways of protecting their identity 	<p>Ask pupils to summarise a major clause of the Data Protection Act</p> <p>Ask pupils to identify information about themselves that can be found on the web.</p> <p>Ask pupils to explain what is meant by identity theft.</p>
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<p>4</p>	<ul style="list-style-type: none"> Learn about Copyright law, what it says and what it means Look at examples of copyright infringement Understand the damage that illegal copying does to individuals, companies and society Compare copyright infringement with plagiarism 	<ul style="list-style-type: none"> Adhere to Copyright Law when using written text, downloading music etc. Describe the effects on individuals and companies of illegally downloading copyright material, e.g. music, images and movies 	<p>Ask pupils if they can explain what the copyright symbol © on books, CDs, DVDs etc. means.</p> <p>Discuss copyright including the works, and length that can be copyrighted.</p>	<p>Describe the case of JM Barrie, who donated all the rights to Peter Pan to Great Ormond Street Hospital and how there has been an extension to the copyright in the UK in perpetuity, so the hospital continues to benefit. Explain how GOSH benefits.</p> <p>Ask pupils if they have made illegal copies of CDs or downloaded from an illegal site? Discuss with the class the harm that these common practices do to the music and film industries.</p> <p>Explain Crown Copyright and use the example of the “Keep Calm and Carry On” poster.</p> <p>Discuss plagiarism and its similarities to and differences from copyright infringement are discussed next.</p>	<p>Pupils complete Worksheet 4 working in pairs or small groups</p> <p>Extension</p> <p>Pupils to summarise an article on copyright infringement:</p> <ul style="list-style-type: none"> Napster story http://abcnews.go.com/Technology/story?id=119627&page=1 Pirate Bay story http://www.bbc.co.uk/news/technology-2288851 <p>iPhone vs Samsung http://www.theweek.co.uk/business/apple-vs-samsung/57621/apple-copyright-case-could-cost-samsung-2bn</p>	<p>Complete the Homework sheet containing questions about copyright.</p>	<p>Discuss the answers that the pupils have come up with to the Worksheet and extension exercise.</p>
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<p>5</p>	<ul style="list-style-type: none"> Learn about some of the common health and safety problems associated with computer use Learn ways of avoiding these problems Learn about Health and Safety law 	<ul style="list-style-type: none"> List some of the Health and Safety hazards associated with computer use Describe how to safely dispose of an old computer Use computers sensibly and safely with regard to physical hazards such as backache, eyestrain, RSI etc. 	<p>Ask pupils what they think are the possible problems associated with using a computer for hours at a time, day in, day out as many employees do.</p>	<p>Show the slides with images of poor suffering workers forced to work at a computer all day.</p> <p>Ask students if they aware of any laws or regulations concerning computer use?</p> <p>Introduce “Health and Safety regulations”. Ask pupils what they think these rules might cover, and then show the PowerPoint slide.</p> <p>Discuss the requirements of a well-designed workstation. How do the computer rooms at school rate? Unfortunately the H&S regulations regarding workstations do not apply to school use!</p> <p>Ask pupils to do the “visor test”.</p> <p>Discuss consequences of breaking H&S regulations.</p> <p>Discuss laws regarding the disposal of old computers.</p> <p>Show Link Video E-Waste of a BBC ‘Click’ broadcast. https://www.youtube.com/watch?v=rX79eZG4Gls</p> <p>Discuss how old computers should be disposed of.</p>	<p>Pupils to Spot the Differences in Worksheet 5.</p>	<p>Complete the Homework sheet with a gap fill and word search exercise on health and safety in an IT room.</p> <p>Revise for the Assessment next lesson.</p>	<p>Ask groups of pupils to discuss then summarise the following:</p> <ul style="list-style-type: none"> Health and safety regulations concerning computer use Consequences of not following regulations Laws regarding disposing of computers Ways of disposing old computers.
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6	<ul style="list-style-type: none">Assessment of learning for the unit.			Briefly revise at the start of the lesson. Explain rules for the assessment. Explain how the assessment is to be completed.	7.3 Computer Crime Final Assessment	Describe what happens in your favourite computer game. <ul style="list-style-type: none">What characters are thereWhat sort of world/environment do they live inHow is the game played?How do you win the game?	Explain to pupils what the next unit will be about.
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