



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
6	Covers the EDEXCEL GCSE ICT theory element of the course which covers topics in the following:- <ul style="list-style-type: none"> <li>• Operating Online</li> <li>• Online Goods and Services</li> <li>• Online Communities</li> <li>• Issues</li> </ul>	The theory within this unit assumes that most pupils will have some knowledge in answering basic exam style questions.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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Pupils will be assessed on their theory during the March Mock Exam as well as practice exam questions during the lesson.  This Schemes of work is aimed towards GCSE Grades A*-B	Marking the march mock exam paper.	<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> <th>10</th> </tr> </thead> <tbody> <tr><td>I can compile still images into a product</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can compile movie clips into a product</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can record a variety of shots</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can film skilfully, with sensible panning and zooming choices</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can use information relevant to the 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clips</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can place audio into a timeline</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can use transitions or effects</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can adjust audio levels appropriately in a product</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can use a range of editing techniques</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can edit audio appropriately to the timeline</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can judge the success of mine and other's 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I can recall the term copyright									
I can describe what copyright means									
I can identify the term legislation									
I can discuss copyright law									
I can identify why organisations must protect data									
I can describe how legislation affects computer use									
I can explain what the Data Protection Act is									
I can explain what the Computer Misuse Act is									
I can recall the term cyber bullying									
I can describe the term cyber bullying									
I can explain forms of cyber bullying									
I can identify personal risks to myself when using technology (e-safety)									
I can discuss cyber bullying prevention and protection									
I can explain how moral and ethical issues affect computer use									
I can recall the term data loss									
I can explain what data loss means									
I can recall the term 'hacking'									
I can define the terms Virus/worm									
I can identify a range of threats to data security									
I can describe how organisations can protect data									
I can describe a range of threats to data security									
I can explain how to deal with threats to data security									
I can draw conclusions on how the loss/theft of data affects organisations									
I can describe actions which can be taken to minimise risk presented by data security									
I can explain the impact that ICT can have on the different groups in society.									
I can explain the environmental impacts of ICT.									

**At the end of this Unit all pupils should be able to:**

- Answer exam style questions which are graded G, F & E.

**Most pupils will be able to:**

- Answer exam style questions which are graded D, C & B

**Some pupils will be able to:**

- Answer exam style questions which are graded A & A\*



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	<ul style="list-style-type: none"> <li>How do we operate online?</li> </ul>	Understand how we operate online and the various ways in which we can do this.	<p>Pupils complete a self-assessment sheet on the knowledge required for operating online.</p> <p>Pupils to produce self-reported grade on the topic.</p>	Teacher provides a model revision card on 'The Internet'.	<p>Pupils use their 'Revision Guide' to complete revision cards on the following sub-topics:-</p> <ul style="list-style-type: none"> <li>Internet Use</li> <li>Security Measures</li> <li>Personal Spaces</li> <li>Information Misuse</li> <li>Preventing Misuse</li> <li>Legislation</li> <li>Copyright</li> </ul> <p>Pupils should use their self-assessment as a guide to the detail of notes required on each card.</p> <p>Pupils to complete revision workbook pages 30-38 answering questions at and above their reported grade.</p>	COMPLETE QUESTION 5 from PAPER 1 FROM THE 'PRACTICE PAPERS BOOK'.	Pupils to provide feedback on the usefulness of the revision cards. Pupils to suggest a revision method that they prefer.
2	<ul style="list-style-type: none"> <li>What did I do well in my PPE?</li> <li>What areas do I need to improve following on from my PPE results?</li> </ul>	Understand errors made in the PPE and to understand how marks are awarded for questions requiring an extended answer.	<p>Pupils to self-report what grades they achieved for their PPE.</p> <p>Return PPE papers to pupils.</p>	<p>Go through PowerPoint with the mark scheme and model answers for Question 1.</p> <p>Go through two examples of a 6 mark question showing the model answers. Pupils to use the mark scheme to mark the examples.</p>	<p>Pupils to write on their exam paper to correct responses to questions that they did not achieve.</p> <p>Pupils to provide peer feedback on how their partner's response could be improved.</p>	COMPLETE QUESTION 1 from PAPER 2 FROM THE 'PRACTICE PAPERS BOOK'.	Pupils to provide feedback on the usefulness of the model answers. Pupils to identify three topics in their workbook that they need to focus revision on.



3	<ul style="list-style-type: none"> <li>How do we operate goods and services online?</li> </ul>	Understand how we operate goods and services online and the various ways in which we can do this.	Pupils to answer 6 questions that are on the board in preparation for the upcoming quiz.	<p>Pupils to be in groups of 3 to 4. Pupils to collaborate and revise the sub-topics on pages 39-48 in preparation for a Quiz.</p> <p>Teacher to demonstrate a mind mapping technique for creating effective revision notes.</p>	<p>Pupils use their 'Revision Guide' to complete mind mapping on the following sub-topics:-</p> <ul style="list-style-type: none"> <li>Online Shopping</li> <li>Online Auctions</li> <li>Online Education, News &amp; Banking</li> <li>Online Gaming &amp; Entertainment</li> <li>How &amp; Why Organisations Operate Online</li> <li>Transactional Data</li> <li>Internet Advertising</li> </ul> <p>Pupils should collaborate in producing their mind map and be prepared for the quiz.</p>	COMPLETE QUESTION 2 from PAPER 2 FROM THE 'PRACTICE PAPERS BOOK'.	<p>Each member within the team to come up and answer questions on the sub-topics learned during the lesson.</p> <p>Teams will be competing with each other. The winning team will receive Go4Schools positive points and some form of rewards.</p>
4	<ul style="list-style-type: none"> <li>How do we operate goods and services online?</li> </ul>	Understand how we operate goods and services online and the various ways in which we can do this.	Pupils to answer 6 questions that are on the board in preparation for the upcoming quiz.	<p>Pupils to be in groups of 3 to 4. Pupils to collaborate and revise the sub-topics on pages 39-55 in preparation for a Quiz.</p> <p>Teacher to re-cap on revision card and mind mapping.</p>	<p>Pupils use their 'Revision Guide' to complete mind mapping on the following sub-topics:-</p> <ul style="list-style-type: none"> <li>Payment Systems</li> <li>Consumer Protection</li> <li>Application Software</li> <li>Commercial Response to SAS</li> <li>Storage: Local or Online?</li> <li>Search Engines</li> </ul> <p>Pupils should collaborate in producing their own revision resource and be prepared for the quiz.</p>	COMPLETE QUESTION 3 from PAPER 2 FROM THE 'PRACTICE PAPERS BOOK'.	<p>Each member within the team to come up and answer questions on the sub-topics learned during the lesson.</p> <p>Teams will be competing with each other. The winning team will receive Go4Schools positive points and some form of rewards.</p>



5	<ul style="list-style-type: none"> <li>What are the different issues with regards to ICT?</li> </ul>	Understand what the different issues are with regards to ICT.	Pupils to be given exam questions on Issues from page 85 from the Revision Guide and highlight the command words.	<p>Pupils to be in groups of 4. Each group to be given eight different Issues.</p> <p>Each pupil produces revision flashcards for two sub-topics.</p> <p>Teacher to model a flashcard for Security Issues page 65.</p>	<p>Pupils use their 'Revision Guide' to complete flash cards on the following sub-topics:-</p> <ul style="list-style-type: none"> <li>Privacy Issues</li> <li>Monitoring Movement &amp; Communication</li> <li>Health &amp; Safety</li> <li>The Impact of Networks</li> <li>Legislation Relating to the Use of ICT</li> <li>Unequal Access to ICT</li> <li>Safe &amp; Responsible Practice</li> <li>Sustainability Issues</li> </ul> <p>Pupils should explain the content of their flash cards to other members of their team.</p> <p>Pupils answer the questions from the 'Revision Workbook' for each sub-topic on Issues.</p>	COMPLETE QUESTION 4 from PAPER 2 FROM THE 'PRACTICE PAPERS BOOK'.	Pupils to look at exam questions at the start of the lesson and traffic light how well they will be able to answer them.
6	<ul style="list-style-type: none"> <li>What practical things should I remember for the exam?</li> </ul>	Understand what practical things need to be remembered for the exam.	<p>Pupils to highlight three key words that they are unsure of.</p> <p>Pupils to do a self-reported grade on what grade they are at.</p>	<p>Pupils to be given an exam skills booklet from pages 74-79.</p> <p>Teacher to go through the following with the class:-</p> <ul style="list-style-type: none"> <li>Scenario</li> <li>Command Words</li> <li>Reading the Question</li> <li>Explaining with Examples and Reasons</li> <li>Avoiding Common Mistakes</li> <li>Extended Questions</li> </ul>	<p>Pupils to be given sample exam questions on each topic from the 'Revision Guide' page 80-85.</p> <p>Pupils to use the exam skills booklet to help answer the exam questions effectively aimed at and above their target grade.</p>	Revise for the final exam using all the revision materials and techniques taught in the past few weeks.	Ask a range of pupils what tips they will take into the exam.