

## Curriculum Intent

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology (603/7050/6) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## What will this qualification teach the learner?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This Tech Award complements the learning in GCSE programmes such as GCSE Computer Science. It is an introduction to the application of project planning techniques to plan, design and develop a user interface, how to collect, present and interpret data and the use of digital systems.

## Curriculum Implementation

We cover two strands in Information Technology, Practical skills and Theory in order to prepare the students for the two non exam assessments which account for 2/3 of the qualification and the theory exam which accounts for 1/3.

For theory, we aim to cover the majority of theoretical units in year 10 and plan to revisit them in year 11 with a larger focus on past paper questions in readiness for the final exam which is in January. For the practical strand, we focus on building up the skills needed to allow students to attempt their first NEA which runs over February-March in year 10 and the second in February-March of year 11.

Theory strand:

Year	Hours per week	Term	Content	Rationale
10	1	Autumn 1 & 2  Theory Strand	<p>Theory area 1: Communication Technologies:</p> <ul style="list-style-type: none"> <li>• Cloud storage</li> <li>• Using Cloud</li> <li>• Modern Teamworking</li> <li>• Inclusivity and accessibility</li> <li>• Impact of modern technology</li> </ul> <p><b>Assessment:</b> Communication Technologies: End of unit, knowledge recall test</p>	<p>It is important for students to have an understanding of where their data is stored especially given the movement of local storage to cloud is a current change in the way all of us are working. Students need to be aware of the benefits of cloud to support teamworking but also be aware that our data is now held by third parties.</p> <p>This reactivates theory knowledge from KS3 where cloud has been discussed when covering networking and many of the impacts of modern technology have been considered when looking at ethics and current affairs throughout KS3. We have also considered “who holds our data” in year 9 when working on databases.</p>
10	2	Autumn 1 & 2  Practical strand	<p>Students will begin by learning how to use PowerPoint to prepare for their first NEA: “<b>User interface design principles and project planning techniques</b>” which will be set by the exam board.</p> <p>Students will also be given theory sessions on the theory elements associated with user interface design principles and project planning techniques. This will culminate in a practical project to make a user interface for a Zoo and a user interface on Modern teamworking to tie in with the theory strand.</p> <p><b>Assessment:</b> Feedback and a grade will be given for practical tasks</p>	<p>Development of key skills that prove aptitude in digital information technology, such as project planning, designing and creating user interfaces.</p> <p>This reactivates practical digital literacy skills from KS3 where students have used PowerPoint extensively to present work. Students have been encouraged to consider design principles at KS3 and this is an opportunity to develop these further.</p>

Year	Hours per Week	Term	Content	Rationale
10	3	Spring term 1 Practical strand	<p>Students will prepare for their NEA by undertaking two further practice tasks.</p> <p>First will be a user interface for a local aquarium.</p> <p>Second will be a full practice NEA piece.</p> <p>As well as producing the user interface. Students will also produce associated planning documents:</p> <ul style="list-style-type: none"> <li>• Project proposal</li> <li>• Gantt chart</li> <li>• Wire frame designs</li> <li>• Evaluation</li> </ul> <p><b>Assessment:</b> Feedback and a grade will be given for practice tasks</p>	<p>Development of key skills that prove aptitude in digital information technology, such as project planning, designing and creating user interfaces. Adding process that underpins effective ways of working in digital information technology, such as project planning and the iterative design process</p> <p><b>This reactivates practical digital literacy skills from KS3 where students have used PowerPoint extensively to present work. Students have been encouraged to consider design principles at KS3 and this is an opportunity to develop these further, students will have had exposure to working to a brief and evaluating work.</b></p>
10	3	Spring term 2 Practical strand	<p>Year 10, students will sit their NEA on "User interface design principles and project planning techniques" which will be internally assessed but externally moderated by Pearson.</p>	<p>Development of key skills that prove aptitude in digital information technology, such as project planning, designing and creating user interfaces. Adding process that underpins effective ways of working in digital information technology, such as project planning and the iterative design process</p>
10	2	Summer term 1 Theory strand	<p>Theory area 2: System attacks and external threats:</p> <ul style="list-style-type: none"> <li>• Threats and impacts</li> <li>• User restrictions</li> <li>• Data level protection</li> <li>• Policy backups</li> </ul> <p><b>Assessment:</b> Attacks and external threats: End of unit, knowledge recall test</p>	<p>Cyber threats are at the forefront of our minds at the moment and very current and relevant from an E Safety perspective with students needing to understand how to keep themselves safe. "knowledge that underpins effective use of skills, process and attitudes in the sector such cyber security and legal and ethical issues."</p> <p><b>This reactivates e-safety work from KS3 as well as work on ethics</b></p>

Year	Hours per Week	Term	Content	Rationale
10	1	Summer term 1  Practical strand	<p>Students develop practical skills in Spreadsheets in readiness for Component 2 NEA which begins in December of year 11.</p> <p>Students will be expected to build a spreadsheet model and then carry out analysis using a range of Spreadsheet analysis tools.</p> <p><b>Assessment:</b> Feedback and a grade will be given for practice tasks</p>	<p>Development of key skills that prove aptitude in digital information technology, to collect, present and interpret data and the use of digital systems.</p> <p><b>This reactivates practical digital literacy skills from KS3 where students have used Excel to analyze data. Students should already familiar with data analysis tools such as graphs and formulas and should be able to use Spreadsheet formulas competently.</b></p>
10	2	Summer term 2 Theory strand	<p>Theory area 3: Shared data:</p> <ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Equal access</li> <li>• Use policies</li> <li>• Data protection</li> <li>• Criminal use</li> </ul> <p><b>Assessment:</b> Shared data: End of unit, knowledge recall test</p>	<p>Understanding of policies, environmental issues and 10 legislation relating to shared information are important for students to have a grasp of. "knowledge that underpins effective use of skills, process and attitudes in the sector: virtual workplaces, cyber security and legal and ethical issues.</p> <p><b>This reactivates e-safety work from KS3 as well as work on ethics and current affairs considered throughout KS3</b></p>
10	1	Summer term 2  Practical strand	<p>Students develop practical skills in Databases in readiness for Component 2 NEA which begins in December of year 11.</p> <p>Students will be expected to build a Database table, produce queries, make reports and forms and a user interface.</p> <p><b>Assessment:</b> Feedback and a grade will be given for practice tasks</p>	<p>Development of key skills that prove aptitude in digital information technology, to collect, present and interpret data and the use of digital systems.</p> <p><b>This reactivates practical digital literacy skills from KS3 where students have used Access to collect and analyse data. Students should already familiar with database tools and should be able to use them competently.</b></p>

Year	Hours per Week	Term	Content	Rationale
11	1	Autumn 1  Theory Strand: Revisiting	<p>Theory area 1 &amp; 2 revisit: Communication Technologies:</p> <ul style="list-style-type: none"> <li>• Cloud storage</li> <li>• Using Cloud</li> <li>• Modern Teamworking</li> <li>• Inclusivity and accessibility</li> <li>• Impact of modern technology</li> </ul> <p>Theory area 2: System attacks and external threats:</p> <ul style="list-style-type: none"> <li>• Threats and impacts</li> <li>• User restrictions</li> <li>• Data level protection</li> <li>• Policy backups</li> </ul> <p><b>Assessment:</b> End of unit, knowledge recall tests Focus on written answer technique.</p>	<p>It is important for students to have an understanding of where their data is stored especially given the movement of local storage to cloud is a current change in the way all of us are working. Students need to be aware of the benefits of cloud to support teamworking but also be aware that our data is now held by third parties.</p> <p>Understanding of policies, environmental issues and legislation relating to shared information are important for students.</p> <p><b>This reactivates theory knowledge from KS3 where cloud has been discussed when covering networking and many of the impacts of modern technology have been considered when looking at ethics and current affairs throughout KS3. We have also considered “who holds our data” in year 9 when working on databases, as well as work on ethics and current affairs considered throughout KS3</b></p>
11	2, up to 3 when NEA begins	Autumn 1 & 2  Practical strand	<p>Students begin by refining practical skills in Spreadsheets Databases in readiness for Component 2 NEA which is released in October for completion by Mid December.</p> <p>Preparatory work will also include:</p> <ul style="list-style-type: none"> <li>• Databases</li> <li>• Spreadsheets</li> <li>• Research into data collection methods</li> <li>• Research into the effect of quality of data on decision making</li> </ul>	<p>Development of key skills that prove aptitude in digital information technology, to collect, present and interpret data and the use of digital systems.</p> <p><b>This reactivates practical digital literacy skills from KS3 where students have used Excel and Access to collect and analyse data. Students should already be familiar with database tools and should be able to use them competently.</b></p>

			<p>Students will then work on the NEA up until Christmas.</p> <p>During this period, theory revision will be set for homework.</p>	
11	3	Spring term 1	<p><b>Mock Exam</b></p> <p>Revisit of theory areas highlighted as most appropriate to re-cover post mock.</p> <p><b>We will consider coursework resit opportunities at this point if appropriate</b></p>	Following analysis of student performance in the mock, we will revisit theory which students would benefit from further support with.
	3	Spring term 1 / Summer term 1	<p>Re-coverage of:</p> <p>Topic 1: Communication technologies</p> <p>Topic 2: System attacks and threats</p> <p>Topic 3: Shared data</p> <p>Focus will be on knowledge recall and developing students written technique and long answer question technique.</p>	Our revision program will be designed to help solidify knowledge and to support students in fine tuning their written technique.

## Assessment

Students will be teacher assessed throughout the course on both theoretical and practical elements.

Grading will follow the following format:

- D\* (Highest grade – equivalent to an 8/9)
- D2 (Equivalent to a 7)
- M2 (Equivalent to a 6)
- P2 (Equivalent to a 4)
- D1 (Equivalent to a 3)
- M1 (Equivalent to a 2)
- P1 (Equivalent to a 1)

In addition, students will be externally assessed in the following areas:

Component	Description of Pearson-set Assignment
<b>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</b>	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.  The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.
<b>Component 2: Collecting, Presenting and Interpreting Data</b>	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.  The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.

Component	Description of external assessment
<b>Component 3: Effective Digital Working Practices</b>	External assessment set and marked by Pearson, completed under supervised conditions.  The assessment will be completed in 1 hour 30 minutes within the period timetabled by Pearson. 60 marks.

### Further Curriculum Support:

This is a new course so resources are still being released.

Currently available resources, specification and sample materials can be found here: [Digital Information Technology \(2022\) | BTEC Tech Award | Pearson qualifications](#)

The following revision guide is recommended:



Pearson Revise BTEC Tech Award Digital Information Technology  
Revision Guide (2022)

Publisher: Pearson

Author:

ISBN: 9781292436098

Students are being supplied with course notes for folders as we work through the theory.

These will be made available on the student portal to support students program of revision in year 11.



### **Where next?**

As well as providing students with a useful range of ICT skills, this course is a good lead into our Level 3 BTEC ICT course which is also run by the Pearson Exam board and has many similarities in terms of structure.

### **What Pearson say:**

“Where will this take me?

Once you have completed the qualification, you will have developed a practical understanding of the digital sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the IT sector is for you, and if so, which part of it you might want to study further. If you decide to go on to further study of the IT sector, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.