

## Curriculum Assessment Map

Year: 13

Subject: IT

Pupils are working towards the Cambridge Technicals Level 3 vocational qualification for Information Technology . By Year 12 pupils have completed Unit 17 and Unit 1. They have completed LO1 of unit 8 and the learning content for LO1,2 and 3 of unit 2. In year 13 they complete unit 2,3 and 9.

Specification document identities full content for each unit: <https://www.ocr.org.uk/Images/267352-cyber-security.pdf>;

<https://www.ocr.org.uk/Images/267351-global-information.pdf>; <https://www.ocr.org.uk/Images/267358-project-management.pdf>

	INTENT			IMPLEMENTATION	IMPACT	
½ TERM TOPIC	TAUGHT CURRICULUM (TEACHER LED)	LEARNED CURRICULUM (STUDENT LED)	KEY SKILLS DEMONSTRATED	SUGGESTED ACTIVITIES INCLUDING EXTRA-CURRICULAR OPPORTUNITIES	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA
1	<p>Unit 2 LO4. 1 UK legislation and regulation relating to the storage and use of information</p> <p>4.2 Global information protection legislation and regulation,</p>	<p>Students consider: impact and consequences of UK legislation and regulation on organisations operating in the UK and the way they handle information and individuals' personal data</p> <ul style="list-style-type: none"> <li>• actions that can be taken by organisations to comply with legislation and regulatory requirements</li> </ul> <p>Students consider discuss: regulation relating to data protection outside the UK</p> <ul style="list-style-type: none"> <li>• comparison between data</li> </ul>	<p>Learn to understand the legislation and regulation governing information that flows into and out of an organisation and the constraints and limitations that apply to it. learners also also learn the relationship between data and information</p>	<p><b>Research laws</b> <b>Read text book relevant pages</b> <b>Complete online quizzes</b> <b>Apply laws to various scenarios</b> <b>Produce and present results of investigations into green It issues , policies and regulations.</b></p>	<p>online quiz Presentation Questions answered from text book summary sections.</p>	

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	<p>4.3 Green IT</p> <p>5.1 Information sources and data types</p> <p>5.2 Data flow diagrams (DFDs)</p> <p>6.1 Principles of information security, 6.2 Risks 6.3 Impacts</p>	<p>protection legislation and regulation in different countries</p> <ul style="list-style-type: none"> <li>• UN Convention on the Rights of Persons with Disabilities</li> </ul> <p>Learners investigate: global requirements on organisations and individuals</p> <ul style="list-style-type: none"> <li>• United Nations Climate Change Summits and UK Government policy</li> <li>• reducing carbon footprint</li> <li>• purpose</li> <li>• benefits</li> </ul> <p>know about different information sources and data types</p> <p>Use DFDs</p> <p>know about different security issues and impacts</p>	<p>understanding of the use and justification of information sources and data types within a given context</p> <p>able to draw and read data flow diagrams and understand impacts of data flow</p> <p>can identify risks, recommend protection methods and justify choices.</p>	<p><b>Investigate a range of security scenarios in groups , consider options for protection , present and justify choices.</b></p>	<p>Class presentation.</p>	<p><b>Can identify security issues, describe , recommend and justify protection methods</b></p>
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	6.4 Protection measures, 6.5 Physical protection,					
<b>2</b>	<p><b>Unit 3: cyber security</b></p> <p><b>1. Understand what is meant by cyber security</b></p> <p><b>2. Understand the issues surrounding cyber security</b></p> <p><b>3 Understand measures used to protect against cyber security incidents</b></p> <p><b>4. Understand how to manage</b></p>	<p>Cyber security aims Types of cyber security incidents and the importance of cyber security</p> <p>Threats, types, motivations, targets, impacts and other considerations</p> <p>risk management, Testing and monitoring measures, Cyber security controls,</p> <p>Responding to an incident</p>	<p>Learners can discuss types and nature of cyber security incidents that affect individuals, states and organisations</p> <p>Learners know how to describe possible impacts from cyber security incidents and how these affect different stakeholders.</p> <p>understanding and justification of the effectiveness of different measures in a given context</p> <p>know about the different security controls and their characteristics</p> <p>justification of the effectiveness of different controls in a given context</p> <p>d know the various stages of</p>	<p>research text book online quiz carry out sample investigation examination questions familiarisation with mark schemes for unit 2 and 3</p>	<p>online quiz Presentation Questions answered from text book summary sections.</p>	<p>Identify and describe a wide range of security issues and categories.</p> <p>Can discuss issues, threats, types and impacts of cybersecurity.</p> <p>Can recommend testing and monitoring measures available justifying choices for recommendations in context.</p> <p>Can complete risk management reports.</p>

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	cyber security incidents	2 Cyber security incident report	investigation that should be undertaken should be able to complete an investigation report			
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<b>½ TERM TOPIC</b>	<b>TAUGHT CURRICULUM (TEACHER LED)</b>	<b>LEARNED CURRICULUM (STUDENT LED)</b>	<b>KEY SKILLS DEMONSTRATED</b>	<b>SUGGESTED ACTIVITIES INCLUDING EXTRA-CURRICULAR OPPORTUNITIES</b>	<b>SUMMATIVE ASSESSMENT TITLE/TYPE</b>	<b>ASSESSMENT CRITERIA</b>
<b>3</b>	<b>Unit 8 project management LO2-Be able to initiate and plan projects</b>	learn about: stakeholders, clients, target audience <ul style="list-style-type: none"> <li>• scope definition</li> <li>• purpose</li> <li>• objectives</li> <li>• resources</li> <li>• Tools</li> <li>• deliverables</li> <li>• timescales</li> <li>• structure</li> <li>• business case</li> <li>• feasibility study</li> <li>• terms of reference</li> <li>• phase review</li> </ul> planning for: resources, risk, finance, quality, acceptance and phase review	Initiate and create plans	Produce planning documents	Plans completed	Complete the documentation for the initiation phase for an identified project
<b>4</b>	<b>Be able to execute projects</b>	time <ul style="list-style-type: none"> <li>• cost</li> <li>• quality</li> </ul>	Following plans documenting progress	Building digital item chosen for project by following their own	Complete project report	

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		<ul style="list-style-type: none"> <li>• change</li> <li>• risk</li> <li>• issue</li> <li>• communication</li> <li>• acceptance</li> <li>• phase review</li> <li>• project closure report</li> <li>lessons learned</li> <li>project closure</li> </ul>		designs		
<b>5</b>	<b>Be able to create a multipage website using multimedia components</b>	<p>How to:</p> <ul style="list-style-type: none"> <li>• create suitable folder structures to organise and save web pages and asset files using appropriate naming conventions</li> <li>• source and import assets (e.g. graphics, image, texture, sound, video, animation, text)</li> <li>• create a suitable master page as a template for a multipage website</li> <li>• use a range of tools and techniques in web authoring software to create a multipage website</li> <li>• insert assets into web pages to create planned layouts (e.g. text, lists, tables, graphics, moving images, embedded content)</li> </ul>	<ul style="list-style-type: none"> <li>• creativity</li> <li>• sourcing assets</li> <li>• editing assets for a purpose</li> <li>• combining components in a website</li> <li>• able to use website development software tools</li> <li>• using navigation tools in a website</li> </ul>	Creating a functional, intuitive and aesthetically pleasing website that matches client requirements	<p>produce project plan</p> <p>produce phase review</p> <p>produce document closure report</p>	Complete project documentation including all learned elements.

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		<ul style="list-style-type: none"> <li>• create a navigation system (e.g. using a navigation bar, buttons, hyperlinks)</li> <li>• save a multipage website in a format appropriate to the software being used</li> <li>• publish a multipage website to a location appropriate to client requirements.</li> </ul>				
<b>6</b>	<b>Be able to carry out project evaluations</b>	Gather feedback analyse client feedback making recommendations	Able to analyse feedback to produce justifiable recommendations	Gathering feedback Evaluating against requirements responding to feedback	Evaluation written Improved product	Make recommendations and improvements based on feedback