



NQF BTEC ICT Level 3 Curriculum – Year 12 - Double

 Holly Lodge High School College of Science 						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 6 – Website Development	Unit 6 – Website Development	Unit 6 – Website Development	Unit 11 – Cyber Security & Incident Management Systems to Manage	Unit 11 – Cyber Security & Incident Management Systems to Manage	Unit 11 – Cyber Security & Incident Management Systems to Manage
Key Tasks	Learners will give a detailed and balanced evaluative report that explains how the two sites meet user requirements. This must be explored further by identifying the requirements of the websites, for example it has a secure login, and why these are important for the user. Learners will discuss what overall impact the site will have on the organisation, including positive and negative outcomes. The report will demonstrate high-quality written/oral communication through use of accurate and fluent technical vocabulary.	learners will draw on and show synthesis of knowledge across the learning aims to evaluate how the decisions and methodologies applied throughout the design, development, maintenance, optimisation and testing stages of their website impacted on the overall outcomes. They will consider whether the website meets client requirements, including achieving its stated purpose and appealing to the target audience. Learners will justify their designs and provide a discussion on why alternative designs were	Learners will give a detailed and balanced evaluation of how effectively their completed website meets the client requirements, including appealing to the target audience and meeting its stated purpose, in comparison to alternative solutions. Their evaluation will be supported by evidence from all stages of the project to reach conclusions and suggest developments.	Learners are able to apply knowledge and understanding of cyber security in unfamiliar scenarios in order to identify common and uncommon risks and use a range of security protection measures to comprehensively secure an existing networked system. They can give a valid and supported justification for their design. Learners can design tests for a range of security procedures.	Learners are able to analyse more complex forensic evidence related to security incidents to produce coherent and convincing conclusions together with alternative possibilities. They are able to identify a range of security weaknesses in a given scenario and make valid, realistic and justified suggestions for improvement.	Develop a Cyber Security & Incident management report for the set external task


		not used.effectiveness of your efforts.				
Assessment	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	externally assessed through a task set and marked by Pearson	externally assessed through a task set and marked by Pearson	externally assessed through a task set and marked by Pearson

QF BTEC ICT Level 3 Curriculum – Year 12 – Single

 Holly Lodge High School College of Science						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 1 – Information Technology Systems	Unit 1 – Information Technology Systems	Unit 1 – Information Technology Systems	Unit 5 –Data Modelling	Unit 5 –Data Modelling	Unit 5 –Data Modelling
Key Tasks	Explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system.	You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals.	Exam Undertaken	During this term students will Investigate data modelling and how it can be used in the decision-making process	Students will look to design a data model to meet client requirements. Thinking carefully about, the functional specification, the spreadsheet model design and then review and refine the data model	Students will finally develop a data model to meet client requirements so will need to: Developing a data model solution. Test the data model solution Reviewing and refining the data model solution Then finally reflect on their Skills, knowledge and behaviours


Assessment	This unit is externally assessed through a 2 hour written examination	This unit is externally assessed through a 2 hour written examination	The unit is assessed in the spring term and exam taken	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C
-------------------	---	---	--	---	---	---

NQF BTEC ICT Level 3 Curriculum – Year 13 - Double

 Holly Lodge High School College of Science						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 4 - Programming	Unit 4 - Programming	Unit 4 - Programming	Unit 9 – IT Project Management	Unit 9 – IT Project Management	Unit 9 – IT Project Management
Key Tasks	Learners will provide an evaluation of how computational thinking skills are used to find solutions to problems and how this can impact software design and the applications developed. They will provide a clear and balanced evaluation of the use of different programming languages (in identified programs) to solve different, specific	Learners will draw on and show synthesis of knowledge across the learning aims to produce a detailed evaluation of the planning, development and refinement of the solutions in line with client requirements. They must explain methodologies applied throughout the process and justify their use in	Learners will evaluate their own behaviours throughout the project and the impact they have on the outcomes. Learners must refer to tangible evidence to support their evaluation such as meeting notes, correspondence and time plans.	learners will evaluate three different projects delivered using different project management methodologies as covered in the unit content. The evaluation will cover a comprehensive range of benefits and limitations of using a methodology based on the context. solution to produce a database system.	Learners will include at least two possible IT solutions to the given theme or an initial idea in their evidence. The comprehensive research evidence and feasibility study will provide at least two realistic alternative solutions	The final written report will be logically structured and use technical terms with a high standard of written language.

	problems. Learners will provide a detailed analysis of the programming principles used in the identified programmes.	ensuring the requirements of the client are met. Learners must provide a thorough evaluation of the effectiveness of the final program, including a systematic evaluation of the techniques.			to an IT problem. The evidence will be at a consistent breadth and depth.	
Assessment	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C

NQF BTEC ICT Level 3 Curriculum – Year 13 - Single

 Holly Lodge High School College of Science						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 1 – Information Technology Systems	Unit 1 – Information Technology Systems	Unit 1 – Information Technology Systems	Unit 5 –Data Modelling	Unit 5 –Data Modelling	Unit 5 –Data Modelling
Key Tasks	Explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between	You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals.	Exam Undertaken	During this term students will Investigate data modelling and how it can be used in the decision-making process	Students will look to design a data model to meet client requirements. Thinking carefully about, the functional specification, the spreadsheet model design and then	Students will finally develop a data model to meet client requirements so will need to: Developing a data model solution. Test the data model solution

	the user and the system.				review and refine the data model	Reviewing and refining the data model solution Then finally reflect on their Skills, knowledge and behaviours
Assessment	This unit is externally assessed through a 2 hour written examination	This unit is externally assessed through a 2 hour written examination	The unit is assessed in the spring term and exam taken	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C	Internally assessed through assignment A, B & C