



Our Lady's Catholic College, Morecambe Road, Lancaster, LA1 2RX

	Half Term 1	Half Term 2	⊳	Half Term 3	Half Term 4	Half Term 5	⊳	Half Term 6
ear 12	Unit 2: Creating Systems to Manage Information	Unit 2: Creating Systems to Manage Information	ssessmo	Unit 3: Using Social Media in Business	Unit 3: Using Social Media in Business	Unit 3: Using Social Media in Business	ssessm	Unit 1: Information technology systems
	Learning Aim A:	Learning aim C:	ent	Learning Aim A:	Learning Aim B:	• Learning Aim C:	ent	Learning aim A Digital devices in IT systems
	<ul> <li>A1 Relational database management systems</li> <li>A2 Manipulating data structures and data in relational databases</li> <li>A3 Normalisation</li> <li>Learning Aim B:</li> <li>B1 Relational database design</li> <li>B2 Design documentation</li> </ul>	<ul> <li>C1 Producing a database solution</li> <li>C2 Testing and refining the database solution</li> <li>D1 Database design evaluation</li> <li>D2 Evaluation of database testing</li> <li>D3 Evaluation of the database</li> </ul>		<ul> <li>A1 Social media websites</li> <li>A2 Business uses of social media</li> <li>A3 Risks and issues</li> </ul>	<ul> <li>B1 Social media planning processes</li> <li>B2 Business requirements</li> <li>B3 Content planning and publishing</li> <li>B4 Developing an online community</li> <li>B5 Developing a social media policy</li> <li>B6 Reviewing and refining plans</li> </ul>	<ul> <li>C1 Creating accounts and profiles</li> <li>C2 Content creation and publication</li> <li>C3 Implementation of online community building</li> <li>C4 Data gathering and analysis</li> <li>C5 Skills, knowledge and behaviours</li> </ul>		<ul> <li>A1 Digital devices, their functions and use</li> <li>A2 Peripheral devices and media</li> <li>A3 Computer software in an IT system</li> <li>A4 Emerging technologies</li> <li>A5 Choosing IT systems</li> </ul>
ssessment	Low stakes timed testing in lessons for individual exam activities.	Mock 5 Hour database exam Low stakes timed testing in lessons for individual exam activities.		Externally assessed 5-hour practical database exam	Internal Verification of learning aims Coursework tracking External sampling by BTEC External standards verifier	Internal Verification of learning aims Coursework tracking External sampling by BTEC External standards verifier		In class knowledge tests In class exam practice tests

## Half Term 1

Year 13

Assessment

# Unit 1: Information technology systems

Learning aim A Digital devices in IT systems

- A1 Digital devices, their functions and use
- A2 Peripheral devices and media
- A3 Computer software in an
   IT system
- A4 Emerging technologies
- A5 Choosing IT systems

#### Learning Aim B Transmitting data

- B1 Connectivity
- B2 Networks
- B3 Issues relating to transmission of data

## Learning aim c: Operating online.

- C1 Online systems
- C2 Online communities In class knowledge tests

In class exam practice tests

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Unit 1: Information technology systems

Learning aim D: Protecting data and information

- D1 Threats to data, information and systems
- D2 Protecting data

## Learning aim E Impact of IT systems

- E1 Online services
- E2 Impact on organisations
- E3 Using and manipulating data

#### Learning aim F: Issues

- F1 Moral and ethical issues
- F2 Legal issues

Mock exam – 2 hours

In class exam practice tests

In class knowledge tests

# Half Term 3

## Learning Aim A:

GRESS

- Al Purpose and principles of website products
- A2 Factors affecting website performance

# Learning aim B: Design a website to meet client requirements

- B1 Website design
- B2 Common tools and techniques used to produce websites

Half Term 4

#### Unit 6:Website development

Learning aim C: Develop a website to meet client requirements

- C1 Client-side scripting languages
- C2 Website development
- C3 Website review
- C4 Website optimisation
- C5 Skills, knowledge and behaviours

Externally assessed written exam, 2 hours duration.

Internal Verification of learning aims – Random sampling

Coursework tracking

Internal Verification of learning aims

Coursework tracking

External sampling by BTEC External standards verifier

	Core Knowledge - KNOW	
Learning Aim A The purpose and structure of relational database management systems • A1 Relational database management systems • A2 Manipulating data structures and data in relational databases	<ul> <li>A1 Relational database management systems</li> <li>Types of relational database management systems (RDBMS) and their characteristics.</li> <li>RDBMS based on relational models:</li> <li>relational data structures – relation, attribute, domain, tuple, cardinality and relational database</li> <li>relational algebra sets – symbols, union, intersect, join, select</li> <li>database relations – entity relationship, generic, semantic</li> <li>relational keys – super key, candidate key, primary key, foreign key</li> <li>integrity constraints – entity integrity, referential integrity</li> <li>entity relationships – one-to-one, one-to-many, many-to-many.</li> </ul>	<ul> <li>Students Should be able to answer the activities for part A of the database exam.</li> <li>To show that they can perform the normalisation process.</li> <li>This will include first, second and third form normalisation. The data set students are given is an unnormalized data set.</li> <li>Students should perform the normalisation process to ensure they have minimised data duplication.</li> </ul>
<ul> <li>A3 Normalisation</li> <li>B1 Relational database design</li> </ul>	Use of RDBMS software tools and structured query language (SQL) for defining, modifying and removing data structures and data: • updating, inserting, deletion • retrieval of data for queries, reports • administration of users	<ul> <li>Students should also pay attention to data dependency, Primary keys and foreign keys.</li> <li>Students will also need to construct an ERD diagram.</li> </ul>
B2 Design documentation	<ul> <li>security, integrity, recovery</li> <li>A3 Normalisation The role of normalisation to develop efficient data structures: <ul> <li>anomalies – update, insertion, deletion</li> <li>primary keys, foreign keys, composite keys</li> <li>indexing</li> <li>referential integrity</li> <li>data dictionary – tables, fields, data types, validation</li> <li>cascading update</li> <li>deletion techniques</li> <li>joins, unions, intersects</li> <li>stages of normalisation: un-normalised form (UNF), first normal form (1NF) second normal form (2NF) third normal form (3NF).</li> </ul> </li> </ul>	<ul> <li>This should correctly identify the normalised data.</li> <li>The database should be correctly structured using the normalisation process.</li> <li>This will be evidenced in activity one for the exam.</li> </ul>

	Core Knowledge - KNOW	KNOW HOW
Learning Aim A	Learning Aim B	<ul> <li>Students will be able to insert validation into their database.</li> </ul>
The purpose and structure of relational database management systems	Standard methods and techniques to design relational database solutions B1 Relational database design Selection of RDBMS and SQL software, tools, techniques and processes.	<ul> <li>The validation should ensure that the data entered is correct as possible.</li> </ul>
A1 Relational database     management systems	Database design: conceptual, logical and physical modelling and entity relationship modelling.	Students will be able to perform presence checks.
A2 Manipulating data	<ul> <li>Relational algebra: one to many, one to one, many to many, AND, OR, NOT, &gt;,</li> </ul>	<ul> <li>Students should be able to insert a range check</li> </ul>
structures and data in relational databases	B2 Design documentation	<ul> <li>Students should be able to construct an input mask.</li> </ul>
A3 Normalisation	The features and characteristics of relational database design techniques and their application to solve problems: • requirements of the brief (audience, purpose and client's requirements)	<ul> <li>Students should be able to limit the number of characters in a field.</li> </ul>
Learning Aim B	• security and legal considerations: o Data protection legislation o The European Union (EU) Directive on Data Protection (legislation must be	<ul> <li>Students should select the correct data types or</li> </ul>
Standard methods and techniques to design relational database solutions	<ul> <li>current and applicable to England, Wales, Northern Ireland)</li> <li>data structure designs: Data dictionaries and their use: tables, field attributes, validation of use of naming conventions. Entity relationship</li> </ul>	each type of data. These could include number, auto number, text, date and time, currency.
<ul> <li>B1 Relational database design</li> </ul>	<ul> <li>diagrams, normalisation</li> <li>user interface design: Data entry/input – verification, validation, calculated fields, masks, directed input, reports – fields, queries,</li> </ul>	<ul> <li>Students should be able to perform of value look up.</li> </ul>
B2 Design documentation	<ul> <li>presentation of data, calculations, task automation – imports, updates, deletions.</li> <li>extracting and presenting data: Queries using multiple criteria, form values and wild cards, action queries, calculated queries, reports</li> <li>design and use of test plans: to check correctness of data, functionality,</li> </ul>	
	accessibility, usability.	

Learning Ai

Unit 2: Crea

Manage In

 D2 Evalu testing

 D3 Evalu databas

Core Knowledge - KNOW			
earning Aim C	Learning Aim C		
nit 2: Creating Systems to lanage Information	Creating a relation database structure		
C1 Producing a database solution	C1 Producing a database solution Select and configure appropriate RDBMS and SQL tools to produce a database solution to meet client's requirements: • creating, setting up and maintaining data tables		
C2 Testing and refining the database solution	<ul> <li>creating links, relationships between data tables</li> <li>applying data validation rules</li> </ul>		
D1 Database design evaluation	<ul> <li>generating outputs – user-generated queries, automated queries, reports</li> <li>user interface – navigation, data-entry forms, sub-forms</li> <li>automated functions</li> </ul>		
D2 Evaluation of database testing	<ul> <li>populating the database: o importing o adding data o manipulating data</li> <li>devising and using SQL statements to extract manipulate and modify</li> </ul>		
D3 Evaluation of the database	data.		
	<ul> <li>C2 Testing and refining the database solution</li> <li>Different types of testing: referential integrity, functionality, security.</li> <li>Selection and use of appropriate test data: erroneous data, extreme data.</li> </ul>		
	<ul> <li>Recording appropriate test documentation.</li> <li>Using testing outcomes to improve and refine a database solution.</li> </ul>		
	Learning Aim D - Evaluating a database development project The characteristics, concepts, impact and implications of testing methodologies to monitor and evaluate database design, the database		

created, testing processes and success of the solution.

• For activity three of the exam, students should be able to perform queries on the data that they have entered.

- The queries should be complex enough to identify the data that's being searched for.
- Students will need to be able to perform queries which involve complex searches.
- Queries could involve more than one criteria across multiple tables.
- Students will need to be able to manipulate the database to extract the data they need.
- Students should also be able to sort on fields as well.
- Students may also be asked to limit the number of searches they find, for example by including a range check.
- From the Queries that are generated students should also be able to generate reports.
- This will evidence activity two.

	Core Knowledge - KNOW		KNOW HOW
earning Aim C Init 2: Creating Systems o Manage Information	D1 Database design evaluation Evaluating a design against the given requirements: • use and application of an entity-relationship diagram, data dictionary, normalisation	•	Students should be able to construct a test plan to test the data in their database. The test plan should contain erroneous normal and
C1 Producing a database solution	<ul> <li>coverage of functionality requirements and identification of any omissions</li> <li>identification of design strengths and potential further improvements to meet given requirements.</li> </ul>	•	extreme data. Students should be able to differentiate between normal, erroneous, and extreme data and be able to identify those types
D1 Database design	<ul> <li>Evaluating the application of test data to ensure that the database solution meets requirements.</li> <li>Different types of testing: normal test data, erroneous test data, extreme test data</li> </ul>	•	Students should be able to evidence the database working correctly.
D2 Evaluation of database testing	<ul> <li>Recording of actual results and analysis.</li> <li>Commenting on results.</li> <li>Test records: completion of test records, taking of and storing screenshots of tests.</li> </ul>	•	Students should be able to articulate why a database is not working correctly if there is a problem.
D3 Evaluation of the database	<ul> <li>Making use of testing outcomes.</li> <li>Using iterative processes to improve accuracy, readability and robustness.</li> <li>Identifying and recording which tests were successfully met and which test</li> </ul>	•	Students should be able to select the correct data test.
	data issues were not resolved. D3 Evaluation of the database	•	Students should be able to write a detailed evaluation.
	<ul> <li>Evaluating the software outcome against the given requirements.</li> <li>Strengths and weaknesses of the database: Solution fitness for purpose, intuitiveness and ease of use, constraints of the database software used, maintainability of the database, extent to which database meets the given</li> </ul>	•	Students should be able to explain how the normalisation process has been applied to their database.
	requirements.	•	Students should be able to explain how data Duplication has been minimised.

	Core Knowledge - KNOW	KNOW HOW
Unit 3: Using Social Media in Business	Learning Aim A: Explore the impact of social media on the ways in which businesses promote their products and services	Learning aim A: Explore the impact of social media on the ways in which businesses promote their products and services
<ul> <li>Learning Aim A:</li> <li>A1 Social media websites</li> <li>A2 Business uses of social media</li> </ul>	A1 Social media websites • Developments in social media affect the way businesses promote products and services: Social media websites are constantly evolving and new features are introduced regularly. Features, structure and target audience of different social media websites, e.g. FacebookTM, Twitter™, LinkedIn®, GoogleTM + and YouTubeTM.	<ul> <li>P1 Explain the different ways in which a business can use social media.</li> <li>P2 Explain the audience profiles of different social media websites</li> </ul>
• A3 Risks and issues	<ul> <li>How businesses can use social media websites to support their business aims and needs, including: Creating an image or brand</li> <li>Promoting products and/or services</li> <li>Communicating with customers</li> <li>Customer service, resolving queries and managing issues.</li> </ul>	<ul> <li>M1</li> <li>Assess the different ways in which a business can use social media to attract a target audience.</li> <li>A1 Social media websites</li> </ul>
	<ul> <li>Features of social media websites tailored to business needs, including:</li> <li>Advertising</li> <li>Linking to previous e-commerce site search history and display of search-related adverts.</li> <li>Website and mobile device integration, relationship to search engine optimization (SEO)</li> <li>Profile on the sites, describing the business to visitors, usage data indicating profile of followers and effectiveness of posts, e.g. Facebook InsightsTM, Twitter AnalyticsTM and Google AnalyticsTM</li> <li>Audience profiles (age, gender, income) of social media websites.</li> </ul>	Evaluate the business use of social media to interact with customers and promote products or services to a target audience. Learners will provide detailed information, supported by real-life examples, covering all the ways that businesses can use social media (as listed in the unit content). They will research the different audience profiles for the main social media sites, explain how the different sites appeal to their different audiences and relate it to how different business can use social media. The evidence may have some inaccuracies and include a limited range of examples.

	Core Knowledge - KNOW	KNOW HOW
Unit 3: Using Social Media in Business	<ul> <li>A2 Business uses of social media</li> <li>Posting different content formats, e.g. text, images, video, links, polls and auizzes.</li> </ul>	Learning aim A: Explore the impact of social media on the ways in which businesses promote their products and services
<ul><li>Learning Aim A:</li><li>A1 Social media</li></ul>	<ul> <li>Content focus and meaning, e.g. information, promotion, humour, special offers and customer service.</li> <li>Developing an audience and encouraging people to follow or 'like' the business through the creation and use of engaging content.</li> </ul>	<b>P1</b> Explain the different ways in which a business can use social media.
<ul> <li>A2 Business uses of social media</li> </ul>	<ul> <li>Keywords and their use in posted content.</li> <li>Developing contacts by following and linking relevant businesses and individuals, and sharing content posted by others.</li> <li>Direct and indirect advertising.</li> </ul>	<b>P2</b> Explain the audience profiles of different social media websites
• A3 Risks and issues	<ul> <li>Links to other commercial information, e.g. company website, e-commerce websites.</li> <li>Relationship between social media website and company website, e.g. using:</li> <li>social media buttons on the company website</li> </ul>	<ul> <li>M1</li> <li>Assess the different ways in which a business can use social media to attract a target audience.</li> <li>A1 Social media websites</li> </ul>
	<ul> <li>company website links within social media posts that encourage visits to e-commerce site to make purchases</li> <li>social media news feeds on the company website.</li> </ul>	<b>D1</b> Evaluate the business use of social media to interact with customers and promote products or services to a target audience.
	<ul> <li>A3 Risks and issues</li> <li>Negative comments on social media sites and damage to reputation.</li> <li>Time constraints on social media interaction, return on time investment.</li> <li>Unforeseen consequences of posted content.</li> <li>Security issues related to increased company profile as a result of use of social media:</li> <li>o dangers of virus infection</li> <li>o potential for blackmail/ransom</li> <li>o theft of company-sensitive information or personal information.</li> </ul>	Learners will provide detailed information, supported by real-life examples, covering all the ways that businesses can use social media (as listed in the unit content). They will research the different audience profiles for the main social media sites, explain how the different sites appeal to their different audiences and relate it to how different business can use social media. The evidence may have some inaccuracies and include a limited range of examples.

	Core Knowledge - KNOW	KNOW HOW
Unit 3: Using Social Media in Business Learning Aim B: • B1 Social media planning processes	Learning aim B: Develop a plan to use social media in a business to meet requirements B1 Social media planning processes Processes to consider when planning the potential use of social media in a business, including: • the specific business requirements • content planning and publishing • developing online communities • enforcing social media policies.	<ul> <li>Learning aim B: Develop a plan to use social media in a business to meet requirements</li> <li>P3 Produce a plan to use social media in a business to meet its business requirements.</li> </ul>
<ul> <li>B2 Business requirements</li> <li>B3 Content planning and publishing</li> <li>B4 Developing an online community</li> <li>B5 Developing a social media policy</li> <li>B6 Reviewing and refining</li> </ul>	<ul> <li>B2 Business requirements</li> <li>Working with a client to set requirements for the use of social media and the potential benefits for the business when compared to traditional promotion methods.</li> <li>Establishing timescales and responsibilities for the use of social media within a business.</li> <li>Identifying criteria for measuring success of the use of social media within a business.</li> <li>Selection of social media websites to use by matching site profiles to requirements in terms of a business use of social media.</li> <li>Identifying targets for the use of social media, number of followers, 'likes' and shares.</li> </ul>	<ul> <li>P4 Review the plan with others in order to identify and inform improvements.</li> <li>M2 Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements.</li> <li>D2 Evaluate the plan and use of social media in a business against business requirements</li> </ul>
plans	<ul> <li>B3 Content planning and publishing</li> <li>Planning posts and other content to be published on social media websites, including: <ul> <li>identifying a target audience (e.g. age, gender, interests, income)</li> <li>linking type of content to target audience to ensure it is engaging</li> <li>researching keywords (e.g. Google Adwords TM) and creating keyword strategies to help users identify content</li> <li>researching the best time to publish content and creating a publishing schedule</li> </ul> </li> </ul>	

(type of content, frequency, day and time).

	Core Knowledge - KNOW	KNOW HOW
Unit 3: Using Social Media in	Learning aim B:	Learning aim B:
Business	<b>B4 Developing an online community</b> Working with a client to develop a strategy to encourage online community	Develop a plan to use social media in a business to meet requirements
<ul> <li>B1 Social media planning processes</li> </ul>	<ul> <li>use of promotional techniques, e.g. requesting feedback, surveys, special offers and creating links between social media websites and company e-commerce site</li> <li>monitoring social media website streams and responding to queries, requests</li> </ul>	<b>P3</b> Produce a plan to use social media in a business to meet its business requirements.
• B2 Business requirements	and complaints.	<b>P4</b> Review the plan with others in order to
<ul> <li>B3 Content planning and publishing</li> </ul>	<b>B5 Developing a social media policy</b> Working with a client to create a social media policy applicable to businesses, including:	identify and inform improvements.
<ul> <li>B4 Developing an online community</li> </ul>	<ul> <li>company philosophy (identifying and reflecting this in posted content)</li> <li>promotion of honesty and respect in posted content</li> <li>ways to ensure confidentiality of information</li> </ul>	Justity planning decisions made, showing how the plan will fulfil its purpose and business requirements.
<ul> <li>B5 Developing a social media policy</li> </ul>	<ul> <li>Methods of dealing with second issues</li> <li>separation of company and personal content</li> <li>legal and ethical considerations.</li> </ul>	<b>D2</b> Evaluate the plan and use of social media in a business against business requirements
B6 Reviewing and refining plans	<ul> <li>B6 Reviewing and refining plans</li> <li>Working with a client and other relevant stakeholders to improve the quality, effectiveness and appropriateness of the plans, including: <ul> <li>gathering feedback from a client and potential users</li> <li>communicating with a client, e.g. email, verbal communication</li> <li>scheduling and documenting meetings</li> <li>agreeing and adjusting timescales</li> <li>refining ideas and solutions.</li> </ul> </li> </ul>	

	Core Knowledge - KNOW	
<ul> <li>Init 3:</li> <li>Sang Social Media in Business earning Aim C:</li> <li>C1 Creating accounts and polication</li> <li>C2 Content creation and publication</li> <li>C3 Implementation of online community building</li> <li>C4 Data gathering and analysis</li> <li>C5 Skills, knowledge and behaviours</li> </ul>	<ul> <li>Learning Aim C: Implement the use of social media in a business Selection and use of appropriate social media website tools and techniques to implement a plan.</li> <li>C1 Creating accounts and profiles</li> <li>Sign-up, creation and administration of social media website business accounts.</li> <li>Creation and set-up of a company profile.</li> <li>Customisation and configuration of the company profile, including privacy settings, colour schemes, images, text and other assets that follow branding guidelines.</li> <li>Carry out research in order to produce engaging content for the intended target audience.</li> <li>Produce, publish and manage content.</li> <li>Improve visibility of published content.</li> <li>Methods to encourage audience interaction, e.g. use of images, phrasing of text content, timing of posts to coincide with times when followers are online.</li> <li>Integration of information across company e-commerce website and social media websites.</li> <li>Adapting and testing content on different device platforms, e.g. mobile phones, tablets and notebooks.</li> </ul>	<ul> <li>Learning aim C: Implement the use of social media in a business</li> <li>P5 Produce business-related content using appropriate features of social media which meet the requirements of the plan.</li> <li>P6 Review data obtained on social media usage and interaction.</li> <li>M3 Optimise the content, format and features of social media which meet the requirements of the plan.</li> <li>D3 Demonstrate individual responsibility, creativity, and effective self management in the planning and use of social media in a business context.</li> </ul>

	Core Knowledge - KNOW	KNOW HOW
Unit 3:	C3 Implementation of online community building	Learning aim C:
Jsing Social Media in Business Learning Aim C:	Implementation of an online community building strategy,	Implement the use of social media in a business
, and the second s	including:	P5
C1 Creating accounts and profiles	<ul> <li>use of hashtags, sharing and tagging</li> <li>finding and joining groups and contributing information o following people and businesses.</li> </ul>	Produce business-related content using appropriate features of social media which meet the requirements of the plan.
C2 Content creation and	Monitoring and responding to comments; importance of	P6
publication	prompt responses.	Review data obtained on social media usage and
C3 Implementation of online	<ul> <li>Using tools and techniques to automate content posting.</li> </ul>	interaction.
community building	C4 Data gathering and analysis	M3
		Optimise the content, format and features of social
<ul> <li>C4 Data gathering and analysis</li> </ul>	Gathering and interpreting data on social media websites using dedicated tools, e.g. Facebook Insights, Twitter	media which meet the requirements of the plan.
	Analytics, Google Analytics and Tweet ReachTM. • Identifying	D3
C5 Skills, knowledge and	interaction relating to individual posts.	Demonstrate individual responsibility, creativity, and
behaviours	Identifying audience profiles, e.g. age, location.	effective self management in the planning and use of

social media in a business context.

- Monitoring number of 'likes' and 'shares'.
- Comparison of intended target audience versus actual audience.
- Identification of posts and types of content which create the highest levels of interaction.
- Identifying the number of visitors who 'click through' to company e-commerce website.

	Core Knowledge - KNOW	
Unit 3: Jsing Social Media in Business .earning Aim C:	<b>C5 Skills, knowledge and behaviours</b> • Planning and recording, including the setting of relevant targets with timescales, how and when feedback from others, such as customers and social media followers, will be gathered.	Learning aim C: Implement the use of social media in a business
C1 Creating accounts and profiles	• Reviewing and responding to outcomes, including the use of feedback from others, e.g. customers and social media followers who can provide feedback on the quality and suitability of the features against the business requirements.	Produce business-related content using appropriate features of social media which meet the requirements of the plan.
<ul> <li>C2 Content creation and publication</li> <li>C3 Implementation of online community</li> </ul>	<ul> <li>Demonstrating own behaviours and their impact on outcomes, to include professionalism, etiquette, supportive of others, timely and appropriate leadership, accountability and individual responsibility.</li> <li>Evaluating outcomes to help inform high-auglity justified recommendations and</li> </ul>	<b>P6</b> Review data obtained on social media usage and interaction.
building	decisions.	M3 Optimise the content, format and
• C4 Data gathering and analysis	<ul> <li>Evaluating targets to obtain insights into own performance.</li> <li>Media and communication skills, including:</li> </ul>	features of social media which meet the requirements of the plan.
C5 Skills, knowledge and behaviours	the ability to convey intended meaning, e.g. written (email, design documentation, recording documentation, reports, visual aids for presentation use); verbal communication requirements (one to one and group, informal and formal situations)	<b>D3</b> Demonstrate individual responsibility, creativity, and effective self management in the planning and use of social media in a business context
	• Use of tone and language for verbal and written communications to convey intended meaning and make a positive and constructive impact on audience, e.g. positive and engaging tone, technical/vocational language suitable for intended audience, avoidance of jargon o responding constructively to the contributions of others, e.g. supportive,	

managing contributions so all have the opportunity to contribute, responding to objections, managing expectations, resolving conflict.

	Core Knowledge - KNOW	KNOW HOW
Unit 1: Information technology systems Learning aim A Digital devices in IT systems	<ul> <li>A Digital devices in IT systems</li> <li>The concepts and implications of the use of, and relationships among, the devices that form IT systems.</li> <li>A1 Digital devices, their functions and use</li> </ul>	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.
<ul> <li>A1 Digital devices, their functions and use</li> <li>A2 Peripheral devices</li> </ul>	<ul> <li>The features and uses of digital devices in IT systems to meet the needs of individuals and organisations.</li> <li>Digital devices that form part or all of IT systems:</li> <li>multifunctional devices o personal computers</li> </ul>	They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.
<ul> <li>and media</li> <li>A3 Computer software in an IT system</li> <li>A4 Emerging</li> </ul>	<ul> <li>mobile devices o servers o entertainment systems</li> <li>digital cameras – still, video o navigation systems</li> <li>data capture and collection systems</li> <li>communication devices and systems.</li> </ul>	Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.
<ul> <li>A5 Choosing IT systems</li> </ul>	The function and use of digital devices for: education and training	<b>AO1</b> Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks
Learning Aim B Transmitting data	<ul> <li>personal</li> <li>social</li> <li>retail</li> </ul>	<b>AO2</b> Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks
<ul> <li>B1 Connectivity</li> <li>B2 Networks</li> <li>B3 Issues relating to</li> </ul>	<ul> <li>organisational use – business operations, internal and external dissemination of information</li> <li>creative tasks.</li> </ul>	<b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks
transmission of data		<b>AO4</b> Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks
Operating online.		AO5 Make connections between the application of technologies,
· C1 Oplino systems		procedures, outcomes and solutions to resolve IT problems. Marks: ranges

from 6 to 12 marks

• C1 Online systems

C2 Online communities

Core	Knowledge - KNOW	KNOW HOW
Unit 1: Information technology systems Learning aim A Digital devices in IT systems	A2 Peripheral devices and media The features and uses of peripheral devices and media in IT systems to meet the needs of individuals and organisations.	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes Command words: complete, draw, give, identify name, state Marks: ranges from 1 to 6 marks
<ul> <li>A1 Digital devices, their functions and use</li> <li>A2 Peripheral devices and media</li> <li>A3 Computer software in an IT system</li> <li>A4 Emerging technologies</li> <li>A5 Choosing IT systems</li> <li>B1 Connectivity</li> <li>B2 Networks</li> <li>B3 Issues relating to transmission of data</li> <li>C1 Online systems</li> <li>C2 Online communities</li> </ul>	<ul> <li>Peripheral devices used with other digital devices to form part of an IT system:</li> <li>input devices</li> <li>output devices</li> <li>storage devices.</li> </ul> Annual and automatic data processing. Accessibility devices. Characteristics and implications of storage media used to form part of an IT system.	<ul> <li>To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit.</li> <li>Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts. They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.</li> <li>Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved.</li> <li>They can explore and make judgements on the impact of the use of IT on individuals and organisations.</li> <li>AO1 Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes.</li> <li>AO2 Apply knowledge and understanding of information technology terms, standards, concepts and processes.</li> <li>AO3 Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context</li> <li>AO4 Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems</li> </ul>
		<b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems

Core	e Knowledge - KNOW	KNOW HOW
<ul> <li>Unit 1: Information technology systems</li> <li>Learning aim A Digital devices in IT systems</li> <li>A1 Digital devices, their functions and use</li> <li>A2 Peripheral devices and media</li> <li>A3 Computer software in an IT system</li> <li>A4 Emerging technologies</li> </ul>	A3 Computer software in an IT system The concepts and implications of the use of, and relationships between, hardware and software that form large- and small- scale IT systems and their impact on individuals and organisations. • Types of operating system: o real-time operating system o single-user single task o single-user multi-tasking o multi-user.	<ul> <li>Examined Unit – 2 Hour written exam.</li> <li>These criteria should be evidence in students' responses</li> <li>To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.</li> <li>They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.</li> <li>Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.</li> </ul>
A5 Choosing IT systems     Learning Aim B	<ul> <li>The role of the operating system in managing:</li> <li>o networking</li> </ul>	<ul> <li>AO1 Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks</li> <li>AO2 Apply knowledge and understanding of information technology terms, standards.</li> </ul>
<ul> <li>B1 Connectivity</li> <li>B2 Networks</li> </ul>	o memory management o multi-tasking o device drivers.	<ul> <li>concepts and processes. Marks: ranges from 1 to 10 marks</li> <li>AO3 Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks</li> </ul>
B3 Issues relating to transmission of data	<ul> <li>Factors affecting the choice and use of user interfaces:</li> <li>o graphical</li> </ul>	<b>AO4</b> Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks
<ul> <li>C1 Online systems</li> <li>C2 Online communities</li> </ul>	o command line o menu based o adapted.	<b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

Core	Knowledge - KNOW	KNOW HOW
Unit 1: Information technology systems	<ul> <li>Factors affecting the choice of operating system.</li> <li>Factors affecting use and performance of</li> </ul>	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses
Learning aim A Digital devices in IT systems	an operating system. Utility software: • the purpose, features and uses of utility	To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.
<ul> <li>A1 Digital devices, their functions and use</li> <li>A2 Peripheral devices and media</li> </ul>	<ul> <li>software</li> <li>factors affecting the choice, use and performance of utility software.</li> </ul>	They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.

Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.

AO1 Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks

AO2 Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks

AO3 Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks

AO4 Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks

**AO5** Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

## system A4 Emerging technologies

A5 Choosing IT systems

A3 Computer software in an IT

## Learning Aim B **Transmitting data**

- B1 Connectivity
- B2 Networks
- B3 Issues relating to transmission of data

## Learning aim C: Operating online.

- C1 Online systems
- C2 Online communities

## Application software:

- the purpose, features and uses of application software
- factors affecting the choice, use and performance of application software.

• The principles and implications of open source and proprietary operating systems and software.

- The impact and features of user interfaces in computer software.
- The features of common file types and formats used for:
- o images
- o videos

o application software.

• The implications on IT systems, individuals and organisations of the use and selection of file types and formats.

**Core Knowledge - KNOW** 

Unit 1: Information technology systems

## Learning aim A Digital devices in IT systems

- A1 Digital devices, their functions and use
- A2 Peripheral devices and media
- A3 Computer software in an IT system
- A4 Emerging technologies
- A5 Choosing IT systems

## Learning Aim B Transmitting data

- B1 Connectivity
- B2 Networks
- B3 Issues relating to transmission of data

Learning aim C: Operating online.

- C1 Online systems
- C2 Online communities

A4 Emerging technologies

How emerging technologies can be used by individuals and organisations.

- The concepts and implications of how emerging technologies affect the performance of IT systems.
- Implications of emerging technologies on the personal use of IT systems.

• Implications of emerging technologies on the use of IT systems in organisations.

## A5 Choosing IT systems

How the features of an IT system can affect its performance and/or the performance of a larger IT system.

• Factors affecting the choice of digital technology:

o user experience – ease of use, performance, availability, accessibility

o user needs

- o specifications
- o compatibility
- o connectivity
- o cost
- o efficiency

o implementation – timescales, testing, migration to new system(s) o productivity o security.

## Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.

They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.

Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.

**AO1** Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks

**AO2** Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks

**AO3** Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks

**AO4** Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks

**AO5** Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

	Core Knowledge - KNOW	KNOW HOW
Unit 1: Information technology systems	<b>B Transmitting data</b> The concepts, process and implications of transferring data	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses
Learning aim A Digital devices in IT systems	<ul> <li>B1 Connectivity</li> <li>Wireless and wired methods of connecting devices and</li> </ul>	across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.
<ul> <li>A1 Digital devices, their functions and use</li> <li>A2 Peripheral devices and</li> </ul>	<ul> <li>transmitting data within and between IT systems.</li> <li>How the features of connection types can meet the needs of individuals and organisations.</li> <li>The implications of selecting and using different</li> </ul>	They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.
<ul> <li>Matricipation activities and a media</li> <li>A3 Computer software in an IT system</li> </ul>	<ul> <li>connection types.</li> <li>The impact of connection types on the performance of an IT system.</li> </ul>	Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the
<ul> <li>A4 Emerging technologies</li> <li>A5 Choosing IT systems</li> </ul>	<ul> <li>B2 Networks The concepts and implications for individuals and organisations of connecting devices to form a network.</li> <li>The features, use and purpose of different networks: o personal area network (PAN) o local area network (LAN)</li> </ul>	AO1 Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from
Transmitting data	o wide area network (WAN) o virtual private network (VPN).	1 to 6 marks
<ul><li>B1 Connectivity</li><li>B2 Networks</li></ul>	• Factors affecting the choice of network: o user experience – ease of use, performance, availability, accessibility	<b>AO2</b> Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks
<ul> <li>B3 Issues relating to transmission of data</li> </ul>	o user needs o specifications o connectivity o cost	<b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks
Learning aim C: Operating online.	o efficiency o compatibility o implementation: timescales, testing, downtime o productivity o security.	<b>AO4</b> Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks
C2 Online communities	• How the features of a network and its component parts affect the performance of an IT system.	<b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

Core Knowledge - KNOW

# Unit 1: Information technology systems

## Learning aim A Digital devices in IT systems

- A1 Digital devices, their functions and use
- A2 Peripheral devices and media
  A3 Computer software in an IT system
- A4 Emerging technologies
- A5 Choosing IT systems

## Learning Aim B Transmitting data

- B1 Connectivity
- B2 Networks
- B3 Issues relating to transmission of data

Learning aim C: Operating online.

- C1 Online systems
- C2 Online communities

**B3 Issues relating to transmission of data** How the features and processes of data transmission affect the use and performance of IT systems.

- Protocols used to govern and control data transmission for common tasks:
- o email
- o voice and video calls over the internet o web pages
- o secure payment systems.

• Security issues and considerations when transmitting data over different connection types and networks.

- Factors affecting bandwidth and latency.
- The implications of bandwidth and latency on the use and performance of an IT system.
- Types of compression: o lossy o lossless.
- The applications and implications of data compression.
- The use and implications of codecs when using and transmitting audio and video in digital format.

## Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.

They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.

Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.

**AO1** Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks

**AO2** Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks

**AO3** Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks

**AO4** Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks

**AO5** Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

# Unit 1: Information technology systems

## Learning aim A Digital devices in IT systems

- A1 Digital devices, their functions and use
- A2 Peripheral devices and media
  A3 Computer software in an IT system
- A4 Emerging technologies
- A5 Choosing IT systems

## Learning Aim B Transmitting data

- B1 Connectivity
- B2 Networks
- B3 Issues relating to transmission of data

Learning aim C: Operating online.

- C1 Online systems
- C2 Online communities

## Core Knowledge - KNOW

## Learning aim C

Operating online The implications for individuals and organisations of using online IT systems.

## C1 Online systems

The features, impact and implications of the use of online IT systems to store data and perform tasks.

• The personal and professional uses and applications of cloud storage.

• The personal and professional uses and applications of cloud computing.

• The impact and implications on individuals of using cloud storage and computing.

• The impact and implications on organisations of using cloud storage and computing.

- Systems that enable and support remote working: o VPNs o remote desktop technologies.
- Factors affecting the use and selection of online systems:
- o security
- o cost
- o ease of use
- o features
- o connectivity.

## KNOW HOW

## Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.

They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.

Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.

**AO1** Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks

AO2 Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks

**AO3** Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks

**AO4** Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks

**AO5** Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

(	Core Knowledge - KNOW	KNOW HOW
Unit 1: Information	C2 Online communities	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses
technology systems	implications of their widespread use for organisations	inese chiena snoula de evidence in siudenis responses
Learning aim A	and individuals.	To achieve a grade, a learner is expected to demonstrate these attributes across the
Digital devices in IT systems	• Ways of communicating and interacting with online communities: o social media	essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.
• A1 Diaital devices, their	o blog, microblog, vlog	They can apply knowledge and understanding of IT systems to deconstruct problems in
functions and use	o wiki	common situations and apply standard IT conventions to produce solutions with supporting
• A2 Peripheral devices and	o chatrooms	reasoning.
media	o instant messaging	
A3 Computer software in	o podcasis	Learners can identify the impact of effective and ineffective uses of IT systems and
an IT system		recommend ways in which II can be developed and/or improved. They can explore and
A4 Emerging technologies	The implications for individuals of using and	make judgements of the impact of the use of thornhalmadals and organisations.
A5 Choosing IT systems	accessing online communities:	AO1 Demonstrate knowledge and understanding of information technology terms,
	o user experience – ease of use, performance,	standards, concepts and processes.
Learning Aim B	availability, accessibility	Marks: ranges from 1 to 6 marks
Iransmitting data	o meeting needs	<b>AQ2</b> Apply knowledge and understanding of information to choole av terms, standards
. D1 Connectivity	o cost	AO2 Apply knowledge and understanding of information technology terms, standards, concepts and processes
BI Connectivity	o privacy	Marks: ranges from 1 to 10 marks
B2 INCLAS     B3 Issues relating to	o security.	
transmission of data	• The implications for organisations of using and	AO3 Select and use information technologies and procedures to explore likely outcomes
	accessing online communities:	and find solutions to problems in context. Marks: ranges from 1 to 6 marks
Learning aim C:	o employee and customer experience – ease of use,	ADJ Analyse and evaluate information, technologies and procedures in order to
Operating online.	performance, availability, accessibility	recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks
	o customer needs	
C1 Online systems	o cost	AO5 Make connections between the application of technologies, procedures, outcomes
C2 Online communities	o implementation – timescales, testing	and solutions to resolve IT problems.
	o replacement or integration with current systems	Marks: ranges from 6 to 12 marks
	o working practices	
	o security	
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## Core Knowledge - KNOW

## Unit 1: Information technology systems

Learning aim D: Protecting data and information

- D1 Threats to data, information and systems
- D2 Protecting data

## Learning aim E Impact of IT systems

- E1 Online services
- E2 Impact on organisations
- E3 Using and manipulating data

## Learning aim F: Issues

- F1 Moral and ethical issues
- F2 Legal issues

## D1 Threats to data, information and systems

The implications of accidental and malicious threats to the security and integrity of data, held in, and used by, IT systems.

## The characteristics of threats to data:

- viruses and other malware
- hackers
- phishing
- accidental damage.

# The impact of threats to data, information and systems on individuals.

• The impact of threats to data, information and systems on organisations.

## Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.

They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.

Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.

**AO1** Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks

**AO2** Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks

**AO3** Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks

**AO4** Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks

**AO5** Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

Core	e Knowledge - KNOW	KNOW HOW
Unit 1: Information technology systems Learning aim D: Protecting data and information	D2 Protecting data The features, uses and implications of systems and procedures used to protect the data of individuals and organisations. Processes and implications of techniques for protecting data and systems:	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.
D1 Threats to data, information and systems	<ul> <li>tile permissions</li> <li>access levels</li> <li>backup and recovery procedures</li> <li>passwords</li> </ul>	They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.
D2 Protecting data  Learning aim E Impact of IT systems	<ul> <li>passwords</li> <li>physical access control</li> <li>digital certificates</li> <li>protocols.</li> </ul>	Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.
<ul><li>E1 Online services</li><li>E2 Impact on organisations</li></ul>	<ul> <li>The features, characteristics and implications of using antivirus software to protect data.</li> <li>The features, characteristics and implications of using firewalls to protect data.</li> </ul>	<b>AO1</b> Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks
<ul> <li>E3 Using and manipulating data</li> </ul>	• The features, applications and implications of encryption methods used to protect: o stored data o data during transmission.	<b>AO2</b> Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks
Learning aim F: Issues	<ul> <li>The role of current legislation in protecting data and IT systems from attack and misuse.</li> <li>The impact on individuals and organisations</li> </ul>	<b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks
<ul> <li>F1 Moral and ethical issues</li> <li>F2 Legal issues</li> </ul>	of legislation designed to protect data and IT systems. • The purpose, role and impact, on individuals and organisations, of codes of practice for the protection of data produced by the Information Commissioner's Office (UK) and professional bodies.	<ul> <li>AO4 Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks</li> <li>AO5 Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks</li> </ul>

Core Know	ledge - KNOW	KNOW HOW
Unit 1: Information technology systems Learning aim D: Protecting data and information • D1 Threats to data, information and systems	<ul> <li>E Impact of IT systems</li> <li>The uses, issues and implications of IT systems and their impact on individuals and organisations.</li> <li>E1 Online services</li> <li>How the features of online services are used to meet the needs of the needs</li></ul>	<ul> <li>Examined Unit – 2 Hour written exam.</li> <li>These criteria should be evidence in students' responses</li> <li>To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.</li> <li>They can apply knowledge and understanding of IT systems to deconstruct problems in</li> </ul>
D2 Protecting data	The features and implications of using	common situations and apply standard II conventions to produce solutions with supporting reasoning.
Learning aim E Impact of IT systems	<ul> <li>retail</li> <li>financial services</li> <li>education and training</li> </ul>	recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.
E1 Online services	<ul> <li>news and information</li> <li>entertainment and leisure</li> </ul>	<b>AO1</b> Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes.
<ul> <li>E2 Impact on organisations</li> <li>E3 Using and manipulating data</li> </ul>	<ul><li>productivity</li><li>booking systems</li></ul>	AO2 Apply knowledge and understanding of information technology terms, standards,
Learning aim F:	The uses, impact and implications for individuals and organisations of: <ul> <li>transactional data</li> </ul>	concepts and processes. Marks: ranges from 1 to 10 marks
<ul> <li>F1 Moral and ethical issues</li> </ul>	<ul><li>targeted marketing</li><li>collaborative working</li></ul>	<b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks
F2 Legal issues		<b>AO4</b> Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks
		<b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

**Core Knowledge - KNOW** 

Unit 1: Information technology systems

Learning aim D: Protecting data and information

- D1 Threats to data, information and systems
- D2 Protecting data

## Learning aim E Impact of IT systems

- E1 Online services
- E2 Impact on organisations
- E3 Using and manipulating data

## Learning aim F: Issues

- F1 Moral and ethical issues
- F2 Legal issues

# E2 Impact on organisations

The features and implications of IT systems used by organisations for:

- stock control
- data logging
- data analysis
- general office tasks
- creative tasks
- advertising
- Manufacturingsecurity.

# The impact and implications for organisations of IT systems in terms of:

- user experience ease of use, performance, availability, accessibility
   employee and customer needs
- cost
- implementation timescales, testing, downtime
- replacement or integration with current systems
- productivity
- working practices
- staff training needs (initial and ongoing)
- user support
- security.

## Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.

They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.

Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.

**AO1** Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks

**AO2** Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks

**AO3** Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks

**AO4** Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks

**AO5** Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

Core K	nowledge - KNOW	KNOW HOW
Unit 1: Information technology systems	<b>E3 Using and manipulating data</b> The uses, processes and implications for individuals and organisations of accessina	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses
Learning aim D: Protecting data and information	and using data and information in digital form.	To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.
<ul> <li>D1 Threats to data, information and systems</li> </ul>	<ul> <li>Sources of data: Primary and secondary.</li> <li>Judging and ensuring the reliability of data.</li> </ul>	They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with
D2 Protecting data	• The characteristics and implications of methods of collecting data and opinions:	supporting reasoning.
Learning aim E Impact of IT systems	Survey, questionnaire, focus groups, interview.	recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.
<ul><li>E1 Online services</li><li>E2 Impact on organisations</li></ul>	<ul> <li>Reasons for ensuring data accuracy.</li> <li>Methods of ensuring data accuracy: Verification, validation.</li> </ul>	<b>AO1</b> Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks
<ul> <li>E3 Using and manipulating data</li> </ul>	<ul> <li>Methods of extracting and sorting data.</li> <li>Numerical and data modelling.</li> <li>Presenting data and results.</li> </ul>	<b>AO2</b> Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks
Learning aim F: Issues • F1 Moral and ethical issues	The characteristics and implications of user interfaces for data collection and processing systems:	<b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks
<ul> <li>F2 Legal issues</li> </ul>	<ul> <li>ease of use</li> <li>accessibility</li> <li>error reduction</li> </ul>	<b>AO4</b> Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks
	<ul> <li>intuitiveness</li> <li>functionality</li> <li>performance</li> <li>compatibility.</li> </ul>	<b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

Core	Knowledge - KNOW	KNOW HOW
Unit 1: Information technology systems	<b>F Issues</b> The concepts, impacts and implications of issues resulting from the use of IT systems,	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses
Learning aim D: Protecting data and information	<b>F1 Moral and ethical issues</b> The implications, for individuals, organisations	To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.
<ul> <li>D1 Threats to data, information and systems</li> </ul>	of using information technology.	They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with
D2 Protecting data	The moral and ethical factors of the use of information technology:	supporting reasoning.
Learning aim E Impact of IT systems	<ul> <li>privacy</li> <li>environmental</li> <li>unequal access to information technology</li> <li>online behaviour and netiquette</li> </ul>	Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.
<ul> <li>E1 Online services</li> <li>E2 Impact on organisations</li> </ul>	<ul> <li>globalisation</li> <li>freedom of speech and censorship</li> <li>acceptable use.</li> </ul>	<b>AO1</b> Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 6 marks
<ul> <li>E3 Using and manipulating data</li> </ul>	• The purpose and role of codes of practice produced by professional bodies for the use of IT systems.	<b>AO2</b> Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks
Learning aim F: Issues • F1 Moral and ethical issues	<ul> <li>The impact of codes of practice on individuals and organisations</li> </ul>	<b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks
F2 Legal issues	7	<b>AO4</b> Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks
		<b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks

Year 13 - Unit 1 – Information Technolog	gy Systems
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Core Knowledge - KNOW		KNOW HOW	
Unit 1: Information technology systems	F2 Legal issues The legal issues relating to the use of IT systems and the	Examined Unit – 2 Hour written exam. These criteria should be evidence in students' responses	
Learning aim D: Protecting data and Information	implications for individuals, organisations and wider society. The role of current legislation (and subsequent additions and amendments) in protecting users and their data from attack and misuse:	To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the unit. Learners are able to apply knowledge and understanding of key information technology concepts to a range of familiar vocational contexts.	
D1 Threats to data, information and systems	<ul> <li>Computer Misuse Act 1990</li> <li>Police and Justice Act 2006 (Computer Misuse)</li> <li>Copyright, Designs and Patents Act 1988</li> <li>The Copyright (Computer Programs) Regulations 1992</li> <li>The Health and Safety (Display Screen Equipment)</li> </ul>	They can apply knowledge and understanding of IT systems to deconstruct problems in common situations and apply standard IT conventions to produce solutions with supporting reasoning.	
D2 Protecting data	<ul> <li>Regulations 1992</li> <li>Data protection legislation</li> <li>Consumer Rights Act 2015.</li> </ul>	Learners can identify the impact of effective and ineffective uses of IT systems and recommend ways in which IT can be developed and/or improved. They can explore and make judgements on the impact of the use of IT on individuals and organisations.	
• E1 Online services	Guidelines and current legislation (and subsequent additions and amendments) designed to ensure the accessibility of IT systems:	<b>AO1</b> Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes.	
<ul> <li>E2 Impact on organisations</li> <li>E3 Using and</li> </ul>	<ul> <li>Disability Discrimination Acts 1995 and 2005</li> <li>Equality Act 2010</li> <li>British Standards Institute (BSI) codes of practice</li> <li>Open Accessibility Framework (OAF)</li> </ul>	AO2 Apply knowledge and understanding of information technology terms, standards, concepts and processes. Marks: ranges from 1 to 10 marks	
manipulating data	<ul> <li>Web Content Accessibility Guidelines (WCAG) 1.0 and 2.0 World Wide Web Consortium (W3C®).</li> </ul>	<b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context. Marks: ranges from 1 to 6 marks	
Learning aim F:	The moral and ethical factors of the use of IT systems:		
<ul> <li>F1 Moral and ethical issues</li> </ul>	<ul> <li>health and safety</li> <li>copyright</li> <li>computer misuse</li> </ul>	<b>AO4</b> Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. Marks: ranges from 6 to 12 marks	
<ul> <li>F2 Legal issues</li> </ul>	<ul> <li>protection of data</li> <li>privacy</li> <li>accessibility.</li> </ul>	<b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. Marks: ranges from 6 to 12 marks	

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Core Knowledge - KNOW		KNOW HOW
Unit 6 Website development	Learning Aim A: Understand the principles of website development A1 Purpose and principles of website products Purpose of websites, including the features of:	A1 Purpose and principles of website products A2 Factors affecting website performance A report describing the different types and
<ul> <li>A1 Purpose and principles of website products</li> <li>A2 Eactors affecting</li> </ul>	<ul> <li>content-based (Web 2.0 technologies)</li> <li>product and/or service-based</li> <li>target audience, e.g. social networker, seekers, gamers, buyers, age profile, gender</li> <li>requirements, e.g. user-friendly, consistent, navigational,</li> </ul>	purposes of websites. This will include an explanation of the factors that affect website performance and mathematical principles used in website development.
• A2 Factors difecting website performance	<ul> <li>customisable, flexible.</li> <li>Principles of website design, e.g. usability, white space, site layout, accessibility, spacing, navigation, typography, alignment, clarity, consistency/intuitiveness, accuracy, content, media, simplicity.</li> <li>Media and objects, e.g. position, colour, contrast, size, appropriateness.</li> <li>Creativity and innovation, e.g. unconventional layouts, white space, 'outside of the box' thinking, golden ratio.</li> <li>Search engine optimisation, e.g. indexing (meta tags), use of keywords, importance of updates, limiting crawling.</li> </ul>	Learning aim A: Understand the principles of website development P1 Compare the principles of website design used in two websites, including their suitability for the intended audience and intended purpose. M1 Analyse how the principles of website design are used to produce creative, high-performance websites that meet client requirements
	<ul> <li>Where scripts run (on the web server – server-side scripts, or the local client machine – client-side scripts).</li> <li>Browser compliance, e.g. which elements are supported by different browsers.</li> <li>Server-side factors, e.g. bandwidth availability, number of hits, file types.</li> <li>Client-side factors, e.g. upload and download speeds, browser, cache memory, processor speed, interactivity.</li> </ul>	D1 Evaluate how the principles of website design are used to produce creative, high-performance websites that meet client requirements

client requirements B1 Website design B2 Common tools and techniques used to produce websites

Unit 6: Website development

Learning aim B: Design a website to meet

## Core Knowledge - KNOW

Learning aim B: Design a website to meet client requirements

# B1 Website design Understanding the steps involved in developing a design for a client website.

• Problem definition statement requirements: intended audience, full summary of the problem to be solved, constraints, benefits, nature of interactivity, complexity of the website.

• Purpose requirements as defined in a client brief for their interactive website.

• Application of website design principles by professionally created websites.

**Initial design ideas/prototypes** (illustrating design principles) and the requirements for an interactive website, including:

- diagrammatic illustrations, e.g. storyboard, mood board, wireframe, site maps
- realistic representations
- search engine optimisation
- alternative design ideas/prototypes, including compatibility with mobile/tablet devices.

## Learning aim B: Design a website to meet client requirements

Learners' devised design documentation arising from the identification of client requirements. A digital version of the website product, including an observation record sheet and supporting documentation, such as scripts and annotated screenshots, to justify design decisions. A report evaluating the design and the website again

## P2

Produce designs for a website that meet client requirements. B.P3 Review the website design proposals with others to identify and inform improvements.

## M2

Justify the design decisions, explaining how they will meet the user's needs and be fit for purpose.

## D2

Evaluate the design and optimised website against client requirements.

## D3

Demonstrate individual responsibility, creativity and effective self-management in the design, development and review of a website.

## Core Knowledge - KNOW

## Unit 6: Website development

Learning aim B: Design a website to meet client requirements

- B1 Website design
- B2 Common tools and techniques used to produce websites



- Client-side scripting design tools and techniques, e.g. pseudocode, flow charts (including use of British Computer Society (BCS) standard flow chart symbols) used to develop original code.
- Effective use of ready-made and/or original assets, e.g. a digital animation, digital graphic, digital audio and video, or any other combined assets.
- Obtaining and using feedback from others to help refine alternative design ideas/prototypes and make decisions.
- Testing plan requirements and its completion with test data, to test functionality.
- Identifying technical and design constraints and working around them.

# Legal and ethical considerations applicable to the equivalent legislation in England, Wales and Northern Ireland:

- Copyright, Designs and Patents Act 1988 and its requirements in terms of protecting software products and digital media, such as images, music and films.
- Data protection legislation and the requirements it places on organisations to keep data about living individuals secure.

## Learning aim B: Design a website to meet client requirements

Learners' devised design documentation arising from the identification of client requirements. A digital version of the website product, including an observation record sheet and supporting documentation, such as scripts and annotated screenshots, to justify design decisions. A report evaluating the design and the website again

## P2

Produce designs for a website that meet client requirements. B.P3 Review the website design proposals with others to identify and inform improvements.

## M2

Justify the design decisions, explaining how they will meet the user's needs and be fit for purpose.

## D2

Evaluate the design and optimised website against client requirements.

## D3

Demonstrate individual responsibility, creativity and effective self-management in the design, development and review of a website.

# Develop a website to meet client requirements C1 Client-side scripting languages C2 Website development C3 Website review C4 Website optimisation

**Unit 6:Website development** 

Learning aim C:

C5 Skills, knowledge and behaviours

B2 Common tools and techniques used to produce websites Use of tools and techniques and their suitability for different

client requirements.

**Core Knowledge - KNOW** 

- HTML, HTML5 and subsequent updates.
- Tables.

• Forms, text field, text area, buttons, radio buttons, check boxes.

• Navigation, menus, hyperlinks (internal and external), anchors.

• Interactive components, e.g. hot spots, pop-ups, buttons, menus, rollover images.

• Colour schemes, styles and templates.

• CSS, e.g. background colour, background images, text formatting, borders, padding, heading styles, element position.

• Embedded multimedia/digital asset content, e.g. digital animation, digital graphics, digital audio, digital video.

• Accessibility features, e.g. alternative tags, zoom features, text-to-speech.

• The World Wide Web Consortium (W3C®) standards for accessibility and HTML compliance.

• Platform compatibility, e.g. browser, operating system, mobile devices.

Exporting and compressing of digital assets into suitable file types.

## Learning aim C:

Develop a website to meet client requirements

Learners' devised design documentation arising from the identification of client requirements. A digital version of the website product, including an observation record sheet and supporting documentation, such as scripts and annotated screenshots, to justify design decisions. A report evaluating the design and the website against the client requirements.

## P4

Produce a website for an intended audience and purpose. C.P5 Test the website for functionality, compatibility and usability. C.P6 Review the extent to which the website meets client requirements.

## М3

Optimise a website to meet client requirements.

## D2

Evaluate the design and optimised website against client requirements.

#### D3

Demonstrate individual responsibility, creativity and effective self-management in the design, development and review of a website.

Develop a website to meet client requirements C1 Client-side scripting languages C2 Website development C3 Website review C4 Website optimisation C5 Skills, knowledge and behaviours

Unit 6:Website development

Learning aim C:

## Learning aim C:

**Core Knowledge - KNOW** 

## Develop a website to meet client requirements C1 Client-side scripting languages

• Embedding of original client-side scripts into web pages to provide more interactivity and improve the usability of the website. • Types of web-scripting languages, e.g. JavaScript®, VBScript®.

• Uses of scripting languages, e.g. alerts, confirming choices, browser detection, creating rollovers, checking/validating input, handling forms.

• Constructs, e.g. syntax, loops, decision making, functions, parameter passing, handling events, methods.

# C2 Website development Creation of interactive websites, including:

• use of CSS, e.g. HTML tags, CSS frameworks, box model, access CSS from HTML, doc types

- use of original client-side scripting
- compatibility with mobile and tablet devices
- effective use of tools and techniques

• the uploading of files to a web server or host computer/device.

## C3 Website review Reviewing interactive websites:

- quality in comparison with other similar websites
- suitability for intended purpose and audience
- suitability against the client's requirements, including optimisation legal and ethical constraints
- strengths and improvements.

## Learning aim C:

Develop a website to meet client requirements

Learners' devised design documentation arising from the identification of client requirements. A digital version of the website product, including an observation record sheet and supporting documentation, such as scripts and annotated screenshots, to justify design decisions. A report evaluating the design and the website against the client requirements.

## P4

Produce a website for an intended audience and purpose. C.P5 Test the website for functionality, compatibility and usability. C.P6 Review the extent to which the website meets client requirements.

## М3

Optimise a website to meet client requirements.

## D2

Evaluate the design and optimised website against client requirements.

#### D3

Demonstrate individual responsibility, creativity and effective self-management in the design, development and review of a website.

## Core Knowledge - KNOW

## Unit 6:Website development

Learning aim C: Develop a website to meet client requirements

- C1 Client-side scripting languages
- C2 Website development
  - C3 Website review
  - C4 Website optimisation
- C5 Skills, knowledge and behaviours

# C4 Website optimisation Optimising an interactive website, including:

- performance and user testing
- obtaining and evaluating feedback from others
- checking interactivity
- checking compatibility
- refinements and making improvements to meet client needs to optimise the website.

## C5 Skills, knowledge and behaviours

• Planning and recording, including the setting of relevant targets with timescales, how and when feedback from others will be gathered.

• Reviewing and responding to outcomes, including the use of feedback from others, e.g. IT professionals and users who can provide feedback on the quality of the website and their suitability against the original requirements.

• Demonstrate own behaviours and their impact on outcomes to include professionalism, etiquette, supporting others, timely and appropriate leadership, accountability and individual responsibility.

• Evaluating outcomes to help inform high-quality, justified recommendations and decisions.

## Learning aim C:

Develop a website to meet client requirements

KNOW HOW

Learners' devised design documentation arising from the identification of client requirements. A digital version of the website product, including an observation record sheet and supporting documentation, such as scripts and annotated screenshots, to justify design decisions. A report evaluating the design and the website against the client requirements.

## P4

Produce a website for an intended audience and purpose. C.P5 Test the website for functionality, compatibility and usability. C.P6 Review the extent to which the website meets client requirements.

## M3

Optimise a website to meet client requirements.

## D2

Evaluate the design and optimised website against client requirements.

## D3

Demonstrate individual responsibility, creativity and effective self-management in the design, development and review of a website.