

Subject Assessment Map (2021-2022)

SUBJECT:

Computing – North Durham Academy

KS3 Computing

KS4 IT

KS4 Computing

Department Curriculum intent:

Almost everything we do day-to-day, now involves the use of Computing. This is the sole reason students need to be digitally literate, so that they are able to keep up with fast paced technology use in all aspects of life, but also be able to think computationally in order to solve and produce solutions to problems they are presented with, with confidence.

The Computing department follows the National Curriculum in Computing by preparing students for further education, work and life in a world forever evolving around the use of technology. Technology is a massive part of our day to day life both personally and fundamentally within business and careers. We ensure students can identify where technology is used in society, we make students aware of the benefits and implications of technology and we also make sure students can see where they may need to use technology in their futures.

In Year 7 and 8, students will study various Computer science topics, learning computational thinking skills which can be applied to simple and more fundamental problems they will face throughout their lives. Students learn that they will decompose information, abstract what is relevant and then create a solution, which they will usually plan out in a logical order first. We refer to cross curricular subjects and how this thought process is applied all of the time, without them necessarily being aware of it. They will learn programming fundamentals and key information about networks and computer systems. While doing this, lesson tasks will revolve Computing content, but will ensure students use and are able to explore a variety of software packages to create specified digital artefacts. Students portfolio will embed Computational thinking and encourage good practice around formatting when using ICT.

In Year 9, 10 + 11, students who study the Computing curriculum will learn about two aspects of Computing, computer systems and the fundamentals of programming. They will think like a computer scientist, embedding the computational thinking skills they learned during Year 7+8. There are lots of opportunities for **cross curricular links** whilst learning about binary/hex addition/conversion and flowcharts in **Maths**, Legislation in **LIFE/SMSC**, Algorithms and Graphical programming in **Design tech**, Colour connotations and use in **Art+Design Tech**, and **Environmental concerns and global divide in Science and Geography**. Students will look at an array of topics such as the Hardware needed to set up a network, the security issues involved and the concepts or programming languages and data representation. Students first and foremost will use computer logic to process information through abstraction, decomposition and algorithmic thinking. This will develop students thinking so they become more independent and resilient learners.

In Year 9, 10 + 11, students who study the ICT curriculum will further enhance their software skills. They will look at user interfaces which will allow them to think about real life problems such as accessibility needs and how technology can support this issue. They will also look at the design element of IT and design digital artefacts such as an interface for a specified scenario. They will use Adobe software as a majority but students will be given the option to explore other photo editing software. This project will ensure they can plan effectively, manage their time and review a creation against a set of criteria. Students will also look at Data, this will involve using Data management software and tools such as Microsoft packages. The students will learn about data vs information. Research will allow them to assess the features and quality of data and will also look at how a business can use data in order to make informed decisions. Cross curricular links with Business studies. Lastly students will learn exam technique while looking at a range of technology, issues created and how society is impacted. The digital divide is a global SMSC topic, alongside E-Safety and COVID links with remote learning.

Where will this take students:

Computer science and ICT will lead to a wide variety of opportunities:

There are many ICT based apprenticeships such as Admin assistants, Office workers and Finance assistants. Entrepreneurs will need ICT skills to be digitally literate in order to store data and to market a product. Social media has also opened a wide variety of job roles, people get paid to post online and set up small businesses through multiple platforms and marketing channels.

Computer science courses can lead students to university or apprenticeships.

Some of the course's students have gone on to study are as follows: Software engineering at NCD, Aerospace software development at GC, Computer programming at NCC, Accountancy at GC, Marketing and Graphic design at NCC & Computer science at CA.

Related Documents

National curriculum, GCSE Specification, Assessment plans, Long term plans, Medium term plans and Learning journeys

NC Links

Students in KS3 should be taught to:

Pupils should be taught to:

- design, use and evaluate computational abstractions that model the state and behavior of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<ul style="list-style-type: none"> • Assessment Task: FILE FINDER RAG assessment • Knowledge: Standards, E-safety, Passwords, staying safe, network drives. • Skills: Formatting, screen reading, 	<ul style="list-style-type: none"> • Assessment Task: BASICS END OF UNIT TEST • Knowledge: Computational thinking, accurate use of presentation, careers in ICT, computer science vs 	<ul style="list-style-type: none"> • Assessment Task: NETWORK HARDWARE ASSESSMENT SPREADSHEET RAG • Knowledge: LAN vs WAN, Network Hardware, network topologies 	<ul style="list-style-type: none"> • Assessment Task: END OF TERM TEST EXAM PRACTICE to incorporate all previous learning • Knowledge: Internal and external cyber security threats, 	<ul style="list-style-type: none"> • Assessment Task: End of topic project RAG • Knowledge: The CPU internal parts, embedded systems, parts of a PC 	<ul style="list-style-type: none"> • Assessment Task: End of year test RAG SCRATCH AND PREVIOUS • Knowledge: scratch interface, algorithms, pseudocode, difference between graphical and text-

	<p>PowerPoint, TEAMS, Cloud, recalling information, state, list, explain, describe. How to answer 1-3 mark exam questions.</p> <p>NC LINKS</p> <ul style="list-style-type: none"> - understand a range of ways to use technology safely, respectfully, responsibly and securely - create, reuse, revise and repurpose digital artefacts for a given audience 	<p>ICT, environmental issues, digital divide</p> <ul style="list-style-type: none"> • Skills: Presentation software skills, keyword understanding <p>NC LINKS</p> <ul style="list-style-type: none"> - understand several key algorithms that reflect computational thinking - create, reuse, revise and repurpose digital artefacts for a given audience 	<ul style="list-style-type: none"> • Skills: storing data in a spreadsheet, plan, design, draw label, software skills, numeracy skills, careers and SMSC link <p>NC LINKS</p> <ul style="list-style-type: none"> - understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems - understand how instructions are stored and executed within a computer system; understand how data of various types - undertake creative projects that involve selecting, using, and combining multiple applications - collect and analyse data and meeting the needs of known users 	<p>malware, Prevention methods, Impacts.</p> <ul style="list-style-type: none"> • Skills: Recall, identifying threats, digital literacy <p>NC LINKS</p> <ul style="list-style-type: none"> - understand a range of ways to use technology safely, respectfully, responsibly and securely, know how to report concerns 	<ul style="list-style-type: none"> • Skills: Understand the different internal components of the CPU, digital literacy, keyword development <p>NC LINKS</p> <ul style="list-style-type: none"> - understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems - understand how instructions are stored and executed within a computer system; 	<p>based programming, binary</p> <ul style="list-style-type: none"> • Skills: Literacy, interpretation, logical thinking, decomposition, design, numeracy skills <p>NC LINKS</p> <ul style="list-style-type: none"> - understand several key algorithms that reflect computational thinking - use logical reasoning to compare the utility of alternative algorithms for the same problem - use 2 or more programming languages, to solve a variety of computational problems; make appropriate, design and develop modular programs that use procedures or functions
Year 8	<ul style="list-style-type: none"> • Assessment Task: FILE FINDER RAG assessment • Knowledge: Standards, E-safety, Passwords, staying safe, network drives. • Skills: Formatting, screen reading, PowerPoint, TEAMS, Cloud, recalling information, state, list, explain, describe. How to answer 1-3 mark exam questions. <p>NC LINKS</p> <ul style="list-style-type: none"> - understand a range of ways to use 	<ul style="list-style-type: none"> • Assessment Task: BASICS END OF UNIT TEST • Knowledge: Computational thinking, accurate use of presentation, careers in ICT, computer science vs ICT, environmental issues, digital divide • Skills: Presentation software skills, keyword understanding <p>NC LINKS</p> <ul style="list-style-type: none"> - understand several key algorithms that 	<ul style="list-style-type: none"> • Assessment Task: NETWORK HARDWARE ASSESSMENT SPREADSHEET RAG • Knowledge: LAN vs WAN, Network Hardware, network topologies • Skills: storing data in a spreadsheet, plan, design, draw label, software skills, numeracy skills, careers and SMSC link <p>NC LINKS</p> <ul style="list-style-type: none"> - understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems - understand how instructions are stored and executed within a computer system; understand how data of various types - undertake creative projects that involve selecting, using, and combining multiple applications - collect and analyse data and meeting the needs of known users 	<ul style="list-style-type: none"> • Assessment Task: END OF TERM TEST EXAM PRACTICE • Knowledge: Internal and external cyber security threats, malware, Prevention methods, Impacts. • Skills: Recall, identifying threats, digital literacy <p>NC LINKS</p> <ul style="list-style-type: none"> - understand a range of ways to use technology safely, responsibly and 	<ul style="list-style-type: none"> • Assessment Task: END OF TERM TEST EXAM PRACTICE • Knowledge: The CPU internal parts, embedded systems, binary • Skills: Understand the different internal components of the CPU, digital literacy, keyword development, numeracy <p>NC LINKS</p> <ul style="list-style-type: none"> - understand the hardware and software 	<ul style="list-style-type: none"> • Assessment Task: END OF TERM TEST EXAM PRACTICE to include all previous learning • Knowledge, algorithms, pseudocode, difference between graphical and text-based programming, flowcharts, python • Skills: Literacy, interpretation, logical thinking, decomposition, design, numeracy skills <p>NC LINKS</p> <ul style="list-style-type: none"> - understand several key algorithms that reflect computational thinking - use logical reasoning to compare the utility of alternative algorithms for the same problem - use 2 or more programming languages, to solve a variety of computational problems; make appropriate, design and develop modular programs that use procedures or functions

	<p>technology safely, respectfully, responsibly and securely</p> <p>create, reuse, revise and repurpose digital artefacts for a given audience</p>	<p>reflect computational thinking</p> <ul style="list-style-type: none"> - create, reuse, revise and repurpose digital artefacts for a given audience 	<ul style="list-style-type: none"> - understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems - understand how instructions are stored and executed within a computer system; understand how data of various types - undertake creative projects that involve selecting, using, and combining multiple applications - collect and analyse data and meeting the needs of known users 	<p>securely, know how to report concerns</p>	<p>components that make up computer systems, and how they communicate with one another and with other systems</p> <ul style="list-style-type: none"> - understand how instructions are stored and executed within a computer system; - understand how numbers can be represented in binary, and be able to carry out simple operations on binary [for example, binary addition, and conversion between binary and decimal] 	<ul style="list-style-type: none"> - create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability - undertake creative projects that involve selecting, using, and combining multiple applications - use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions. - use logical reasoning to compare the utility of alternative algorithms for the same problem
Year 9	<ul style="list-style-type: none"> • Assessment task: End of topic test RAG • Knowledge: Uses of a user interface, complex and basic interface types, design principles, accessibility needs, user needs • Skills: Recalling information, keyword development, digital literacy <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - evaluate computational abstractions that model real-world physical systems - create, reuse, revise and repurpose digital 	<ul style="list-style-type: none"> • Assessment task: TOPOLOGY DIAGRAMS RAG • Knowledge: Planning tools, interface creation, network topologies • Skills: Digital literacy, planning, design, creation <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - understand the hardware components that make up computer systems, and how they communicate with one another and with other systems 	<ul style="list-style-type: none"> • Assessment task: EXAM STYLE GAP QUESTIONS DIT • Knowledge: Gaps from the previous term to be decided after AW1 assessment • Skills: To be decided <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - TBC 	<ul style="list-style-type: none"> • Assessment Task: SPREADSHEET KEYWORD TEST • Knowledge: Data Vs Information, data types, quality assurance of data, spreadsheet functions and features. • Skills: numeracy, spreadsheet skills, application of data from the real world <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - create, reuse, revise and repurpose digital artefacts for a given audience, with attention to 	<ul style="list-style-type: none"> • Assessment Task: End of topic assessment DATA ANALYSIS RAG • Knowledge - Formatting of data, pivot tables and slicers, graphs and conditional formatting, VLOOKUP • Skills: Advanced features in a spreadsheet, data manipulation tools, presentation skills, numeracy, digital literacy <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - understand how instructions are 	<ul style="list-style-type: none"> • Assessment task: EXAM STYLE GAP QUESTIONS in preparation for KS4 • Knowledge: Gaps from the previous term to be decided after AW1 assessment • Skills: To be decided <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - TBC

	artefacts for a given audience, with attention to trustworthiness, design and usability	<ul style="list-style-type: none"> - understand how instructions are stored and executed within a computer system; - understand how data of various types (including text, sounds and pictures) 		<p>trustworthiness, design and usability</p> <ul style="list-style-type: none"> - undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users 	stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits	
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Related Documents

National curriculum, Pearson Tech Award DIT Specification, Assessment plans, Long term plans, Medium term plans and Learning journeys.

NC LINKS

Students in KS4 should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology (**COMPONENT 1 – LO1A, LO1B, LO1C**)
- develop and apply their analytic, problem-solving, design, and computational thinking skills (**COMPONENT 2– LO2A, LO2B, LO2C**)
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns (**COMPONENT 3 - Digital divide, network security, legislation and issues, prevention methods**)

TO BE REMAPPED FURTHER IN LINE WITH BTEC GUIDANCE AS PER COVID EXAM PLAN*

10IT some students will follow a different plan – exam content 6-mark questions will be given to challenge students using revision guides as some are further ahead with coursework due to absence, truanting, exclusions and ability.

Year 10 DIT	<ul style="list-style-type: none"> • Assessment Task: Formal examination Component 3 • Knowledge: Depending on gap analysis - Modern technologies, Impact of modern technologies, threats to data, prevention of threats, policies, legal and ethical and forms of notation. Skills: Revision techniques, Exam 	<ul style="list-style-type: none"> • Assessment Task: Controlled assessment period LO1A • Knowledge: What is a user interface, different uses of user interfaces, Types of user interfaces, Design principles and User needs. • Skills: Research, Describe, Apply, Assess, Digital literacy, and ability to use success criteria. 	<ul style="list-style-type: none"> • Assessment Task: Controlled assessment period LO1B • Knowledge: Gantt chart, Pert chart, Critical path, Animation plans and storyboards • Skills: Research, organising, listing, planning, time management, prioritising, analysis. 	<ul style="list-style-type: none"> • Assessment Task: Formal examination Component 3 • Knowledge: Depending on gap analysis - Modern technologies, Impact of modern technologies, modern teams, threats to data, prevention of threats, policies, legal and ethical and forms of notation. 	<ul style="list-style-type: none"> • Assessment Task: Controlled assessment period LO1C • Knowledge: What is a user interface, different uses of user interfaces, Types of user interfaces, Design principles and User needs. Skills: Design, colour schemes, house styles, Research, Describe, Apply, Assess, Digital, 	<ul style="list-style-type: none"> • Assessment Task: Controlled assessment period LO1C • Knowledge: What is a user interface, different uses of user interfaces, Types of user interfaces, Design principles and User needs. Skills: Design, colour schemes, house styles Research, Describe, Apply, Assess, Digital,
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	technique and recall of information. Skills to state, describe, explain, assess and apply.			<p>Environmental issues, Impact of Technology resources Rural areas, Population, Blackspots.</p> <ul style="list-style-type: none"> Skills: Revision techniques, Exam technique and recall of information. Skills to state, describe, explain, assess and apply. 	receiving constructive criticism, acting on feedback.	receiving constructive criticism, acting on feedback.
Year 11 DIT	<ul style="list-style-type: none"> Assessment Task: Controlled assessment period LO2A Knowledge: Data, Information, Data types, Data validation, Data reliability, sources of data, how data is and can be used to make decisions, understanding of how to read a scenario. Skills: Application to a scenario, analysis, numeracy, thinking logically, decision making, literacy. 	<ul style="list-style-type: none"> Assessment Task: Controlled assessment period LO2B Knowledge: Characteristics of data, Data suitability, Quality of data and information, Spreadsheet manipulation techniques, presenting data summaries, making recommendations. Skills: Data Processing, Data collection, Data modelling, Data Manipulation, Decision making. 	<ul style="list-style-type: none"> Assessment Task: Formal examination Component 3 Knowledge: Depending on gap analysis - Modern technologies, modern teams. Impact of modern technologies, threats to data, prevention of threats, policies, legal and ethical and forms of notation. Skills: Data Environmental issues, Impact of Technology resources Rural areas, Population, Blackspots. Skills: Revision techniques, Exam technique and recall of information. Skills to state, describe, explain, assess and apply. 	<ul style="list-style-type: none"> Assessment Task: Controlled assessment period LO2C Knowledge: Spreadsheet skills, requirements of the brief, evaluating against criteria. Skills: Success criteria, analysis, testing, fixing and evaluating. 	<ul style="list-style-type: none"> Assessment Task: Formal examination resit Component 3 Knowledge: Modern technologies, modern teams, Impact of modern technologies, threats to data, prevention of threats, policies, legal and ethical and forms of notation. Skills: Improvement skills, Reflection, Revision techniques, Exam technique and recall of information. Skills to state, describe, explain, assess and apply. 	<u>COURSE COMPLETION</u>

Related Documents

National curriculum, OCR GCSE Computer science specification, Assessment plans, Long term plans, Medium term plans and Learning journeys

NC Links

Students in KS4 should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills

- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

<p>Year 10 OCR CS</p>	<ul style="list-style-type: none"> - Assessment Task: COMPUTER SYSTEMS END OF TOPIC TEST - Knowledge: CPU: CPU performance, Von Neumann and Embedded systems. Memory: Primary and Secondary storage. Software, Hardware, Open source and Proprietary software. - Skills: Information recall, key word understanding, be able to compare system software and hardware. Develop their capability, creativity and knowledge in computer science <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems - understand a range of ways to use technology safely, respectfully, responsibly and securely. 	<ul style="list-style-type: none"> - Assessment Task: ALGORITHMS AND COMPUTER SYSTEMS TEST - Knowledge: LANs and WANs, Network Hardware, Client server and Peer to Peer, Topologies and Protocols, the internet, modes of connection, encryption. Computational thinking, designing, creating and refining algorithms. Pseudocode, flowcharts and reference language. Programming fundamentals. - Skills: Be able to recall information, understand exam buzz words, assess and compare, use an exam mark scheme. Develop and apply their analytic, problem-solving, design, and computational thinking skills <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - understand several key algorithms that reflect computational thinking - understand the hardware and software components that make up computer systems, and how they communicate with one another 	<ul style="list-style-type: none"> - Assessment Task: ALGORITHMS, COMPUTER SYSTEMS AND NETWORKS TEST - Knowledge: The internet, Network security threats, weak systems, SQL Injections, Malware and Network Policies, Revision methods. Searching and sorting algorithms. - Skills: Exam key word understanding and technique, recall of information, how to use the thinking tools. Develop and apply their analytic, problem-solving, design, and computational thinking skills <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - understand several key algorithms that reflect computational thinking - understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems - understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) 	<ul style="list-style-type: none"> - Assessment Task: PROGRAMMING PROJECT - Knowledge: Components of a Computer system, Networks, Issues, Legislation. Programming fundamentals, programming techniques, computational thinking, data types. - Skills: Exam key word understanding and technique, recall of information. Develop capability and creativity and knowledge in Computer Science. Develop computational thinking skills. <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - Design, use and evaluate computational abstractions - use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures - understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated 	<ul style="list-style-type: none"> - Assessment Task: DESIGN IDE, ALGORITHMS AND FLOWCHARTS TEST - Knowledge: Based on gap analysis per individual class, defensive design, testing, programming languages and IDE's. Boolean logic. - Skills: Revision techniques, Exam technique and recall of information. Develop their capability, creativity and knowledge in computer science. Develop and apply their analytic, problem-solving, design, and computational thinking skills <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - Design, use and evaluate computational abstractions - use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures - understand simple Boolean logic - create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability 	<ul style="list-style-type: none"> • Assessment Task: FULL PAST EXAM PAPER • Knowledge: Computational thinking, algorithms, pseudo code, flowcharts and Programming languages. Binary data and logic. • Skills: Numeracy, logical thinking, problem solving, number scaling, converting, recall. <p><u>NC LINKS</u></p> <ul style="list-style-type: none"> - All of above
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		<p>and with other systems</p> <ul style="list-style-type: none"> - understand a range of ways to use technology safely, respectfully, responsibly and securely. - 	<p>can be represented and manipulated digitally, in the form of binary digits</p> <ul style="list-style-type: none"> - 	<p>digitally, in the form of binary digits</p> <ul style="list-style-type: none"> - undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users 		
<p>Year 11 OCR CS</p>	<ul style="list-style-type: none"> • Assessment Task: TEST FROM LAST YEAR, ADAPTED FOR GAPS • Knowledge: Computer systems: CPU and CPU performance, Memory and Storage: primary and secondary. Network security: threats to computer systems and identifying and preventing vulnerabilities. • Skills: Revision techniques, Exam technique and recall of information. 	<ul style="list-style-type: none"> • Assessment Task: TEST FROM LAST YEAR, ADAPTED FOR GAPS • Knowledge: Data storage: Numbers, characters, images, sound, compression. Data types, additional programming techniques Skills: Revision techniques, Exam technique and recall of information. 	<ul style="list-style-type: none"> • Assessment Task: TEST FROM LAST YEAR, ADAPTED FOR GAPS • Knowledge: defensive design, testing, boolean logic, programming languages and IDEs • Skills: Revision techniques, Exam technique and recall of information. 	<ul style="list-style-type: none"> • Assessment Task: Mock examination Paper 1 + Paper 2 • Knowledge: Based on gap analysis per individual class • Skills: Revision techniques, Exam technique and recall of information. 	<ul style="list-style-type: none"> • Assessment Task: Official examination • Paper 1 + Paper 2 • Knowledge: Computer systems and Programming • Skills: Revision techniques, Exam technique and recall of information. 	<ul style="list-style-type: none"> • COURSE COMPLETION