

Cambridge National in IT (J836)

R050 IT in the digital world Examined assessment (40% of the course) 48 GLH

R060 Data manipulation using spreadsheets Non-examined assessment (60% of the course) 36 GLH

R070 Using Augmented Reality to present information Non-examined assessment (60% of the course) 36 GLH

Yr10

Date	Assessment	R060	R050	R070
1				
2		R060: TA1 - Planning and designing the spreadsheet solution (1.1 Design tools)	1.1 Types of design tools	
3				
4				
5		R060: TA1.2 HCI design conventions and principles (1.2.1Functionality, 1.2.2Types of outputs,1.2.3 HCI navigation)	2.1 The purpose, importance and use of HCI in application areas	
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7				
8		R060: TA2 Creating the spreadsheet solution (2.1.1 Data handling & manipulation, 2.1.2 Techniques to generate the outputs, 2.1.3 User interface)	2.3 Software considerations	
9				
10	Spreadsheet Skills		2.4 User interaction methods	
11				
12				
13		Data and testing 3.1 Information and data		
14		R060: TA3 - Testing the spreadsheet solution (3.1 Test the user interface and technical aspects of the spreadsheet solution)	Data use	
15	TA1 Assessment		3.2.1 Use of data types in different contexts	

			3.2.2 The difference between validation and verification	
16	NEA Assessment	R060: TA4 - Evaluating the spreadsheet solution (4.1 Methods used to evaluate)	The difference between validation and verification	
17		Recap and Recall SS Skills covered	3.2.3 Data validation tools 3.2.4 Data verification tools	
18		Recap Recall T and L R060: NEA Assessment (working on)	3.3 Data collection methods	
19	TA2 Assessment	Recap Recall T and L R060: NEA Assessment (working on)		
20	NEA Assessment		3.4 Storage of collected data	
21				
22				
23			3.5 Application of testing to a range of contexts	
24			3.5.1 Importance and purpose of testing	
25			3.5.2 Test data	1.1 Purpose and uses of Augmented Reality (AR)
26				
27			3.5.3 Types of testing	1.2 Types of Augmented Reality (AR) and user interaction
28				1.3 Devices used with Augmented Reality (AR)
29	TA3 Assessment		4.1 Threats	2.1 Planning and design considerations
30				2.2 Design Tools
31			4.2 The impacts of a cyber-security attack on individuals and/or organisations	3.1 Augmented Reality (AR) model prototype
32				3.2 Triggers
33			4.3 Prevention Measures	3.3 Layers / user interaction
34				3.4 information output
35				4.1 Testing

36			4.4 Legislation related to the use of IT systems	4.2 Reviewing the process of creating the Augmented Reality (AR) model prototype
37	TA4 Assessment		5.1 Digital communications Types	Contingency
38				Contingency

Yr11

Date	Assessment	R070	R050	R070
1			5.2 Digital communications Software	TA1 and 2 Recap
2		TA1 - Recap	5.3 Digital devices	TA3 and 4 Recap
3		TA2 Recap		Recap Recall T and L R070: NEA Assessment (working on)
4		TA Recap	5.4 Distribution channels 5.4.2 Distribution channel connectivity	
5		TA4 Recap		
6	NEA Assessment R070	Recap Recall T and L R070: NEA Assessment (working on)	5.5 Audience demographics	
7				
8	TA 5 Assessment	Oct Half Term	6.1 Use of IoE	Oct Half Term
	NEA Assessment R070			
9		Recap Recall T and L R070: NEA Assessment (working on)	6.2 Application areas in everyday life	Recap Recall T and L R070: NEA Assessment (working on)
10				
11			Mock Revision	Mock Exam
12				
13	Mock Exam	Mock Exam		Mock Exam
14	Mock Exam	Mock Exam		Recap Recall T and L R070: NEA Assessment (working on)
15	NEA Assessment R070			Christmas Holiday
16		Christmas Holiday		
17			R050: Exam Revision TA1	
18			R050: Exam Revision TA2	
19			R050: Exam Revision TA3	

20			R050: Exam Revision TA4	
21			R050: Exam Revision TA5	
22			R050: Exam Revision TA6	
		Feb Half Term		Feb Half Term
23	Mock Exam		R050: Exam Revision TA1	
24			R050: Exam Revision TA2	
25			R050: Exam Revision TA3	
26			R050: Exam Revision TA4	
27			R050: Exam Revision TA5	
28			R050: Exam Revision TA6	
29			R050: Exam Revision	
		Easter		Easter
30			R050: Exam Revision	
31			R050: Exam Revision	
32			R050: Exam Revision	
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34		May Half Term		May Half Term
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Integrating exam content into practical components

We show you below essential knowledge and understanding that students will need for the examined unit, as outlined in the specification. You should aim to include and reinforce this content in your teaching as much as you can.

Topic area within examined unit that can be mapped to NEA:	Students must know and understand:	Students should be able to:
<p>TA1: Design tools</p> <p>TA1.1: Types of design tools</p>	<ul style="list-style-type: none"> • Flowcharts • Mind maps • Visualisation diagrams • Wireframes 	<p>R060: 1.1 design tools - exemplification</p> <p>Produce design documents to create the spreadsheet solution including:</p> <ul style="list-style-type: none"> • Functionality • Navigation system • Outputs from the system. <p>Selection and use of appropriate software tools and techniques to effectively plan the spreadsheet solution</p> <hr/> <p>R070: 2.2 Design tools - exemplification</p> <p>Use of appropriate design tools to support the creation of an AR product, including:</p> <ul style="list-style-type: none"> • Content design • Action design • House style.
<p>TA2: Human Computer Interface (HCI) in everyday life</p>	<ul style="list-style-type: none"> • Hardware considerations (2.2) • Software considerations (2.3) • User interaction methods (2.4) 	<p>R060: 1.2 Human Computer Interface (HCI) design conventions and principles - exemplification</p> <ul style="list-style-type: none"> • Design the functionalities for the solution • Design the calculations using flowcharts to enable others to understand calculations taking place • Design meaningful messages to be displayed to end users when errors occur

Topic area within examined unit that can be mapped to NEA:	Students must know and understand:	Students should be able to:
		<ul style="list-style-type: none"> • Be familiar with the creation of different types of outputs to meet user/client needs • Layout considerations of use of white space, alignment, location of navigation tools on the user interface.
TA3: Data and testing	<ul style="list-style-type: none"> • What data is (3.1) • What information is (3.1) • The relationship between data and information (3.1) • Use of data types in different contexts (3.2.1) • The difference between validation and verification (3.2.2) • Data validation and verification tools (3.2.3 and 3.2.4) • Data collection methods and storage of collected data (3.3 and 3.4) • Importance and purpose of testing (3.5.1) • Test data (3.5.2) • Types of testing (3.5.3). 	<p>R060:</p> <p>2.1 Use spreadsheet tools and techniques to create the solution</p> <ul style="list-style-type: none"> • Data handling and manipulation (2.1.1) <p>3.1 Test the user interface and the technical aspects of the spreadsheet solution</p> <ul style="list-style-type: none"> • Testing during development <ul style="list-style-type: none"> □ Technical testing □ Usability testing. • Testing after development <ul style="list-style-type: none"> □ Technical testing □ Usability testing. • Test plan documentation • Types of test data <ul style="list-style-type: none"> □ Extreme □ Invalid (Erroneous) □ Valid. <p>R070:</p> <p>4.1 Testing</p> <ul style="list-style-type: none"> • How to carry out testing of an AR model prototype <ul style="list-style-type: none"> □ Technical testing

Topic area within examined unit that can be mapped to NEA:	Students must know and understand:	Students should be able to:
		<ul style="list-style-type: none"> □ User testing • Using a test plan <ul style="list-style-type: none"> □ Test number □ What is being tested □ Expected result □ Actual result □ Remedial action.
TA4: Cyber-security and legislation TA4.3: Prevention Measures	<ul style="list-style-type: none"> • Know how each prevention measure works • How the prevention measures keep data and devices secure • How the prevention measures can be used to mitigate against security risks. 	R060: 2.1.1 Data handling and manipulation - exemplification <ul style="list-style-type: none"> • Create a spreadsheet solution that is fit for purpose • Use of appropriate security measures such as lock cells, password protected workbook, worksheet editing.
TA5: Digital communications	<ul style="list-style-type: none"> • Types of digital communications (5.1) • Digital devices (5.3) • Know the purpose of each digital communication (5.1) • Advantages and disadvantages of each digital communication (5.1) • Types of distribution channels. (5.4.1) 	R070: 1.1 Purpose and uses of Augmented Reality (AR) <ul style="list-style-type: none"> • What AR is • The purpose of AR • Uses of AR – know how different sectors use AR 1.2 Types of Augmented Reality (AR) and user interaction 1.3 Devices used with Augmented Reality (AR).

Approaching the content

Below are some suggestions about how you could approach the content in each of the units. We've designed them to be developed by you and your centre to match the needs of your students and your expertise and approach.

Knowledge and understanding	Practical activities
<p>IT in the digital world (R050)</p> <p>Students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. The unit content should provide an excellent opportunity to understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.</p> <p>Different design tools, including types of design tools, could be taught as an introduction to the three units, and to set the overall scene of the qualification.</p> <p>Human Computer Interface (HCI) in everyday life, including purpose, importance and the use of HCIs. Students should be made aware of the hardware and software consideration along with user interaction methods. Here students could evaluate the impact on designing and developing HCIs for a range of interaction methods.</p> <p>Data and testing, including knowing the difference between data and information. Students can explore data in different contexts. Students can develop and evaluate the process of collecting, storing, validating and verifying data for a given purpose. Students can evaluate the importance of testing with a focus on types of test data and methods testing can be carried out.</p> <p>Cyber-security and legislation, including an understanding of the threats, impact and preventive measures that relate to cyber-security. Students should be able to understand how legislation relates to cyber-security and the wider subject of IT. Students could review the use of different types of cyber-attacks, how these break the law and how they can be prevented.</p>	<p>Planning and Design</p> <p>Students will be able to develop a deeper understanding of the design process through analysing a provided design specification with a focus on functionality, navigation systems, outputs and target audience of the system.</p> <p>Using appropriate design tools students will be able to apply Human Computer Interface (HCI) principles to a given scenario, considering types of outputs and HCI navigation that would allow for a positive interaction experience for the user. Through practice and refinement students should become confident in their selection choices and be able to justify the choices they make.</p> <p>Using planning and design consideration to analyse and apply layers and triggers using appropriate types of Augmented Reality (AR) and user interaction method and taking in accounts of design tools available to create an Augmented Reality (AR) model prototype.</p> <p>Product creation and development</p> <p>Using a range of techniques students should create spreadsheet solutions that are fit for purpose and meet the needs of the scenario and client requirements. Where applicable students should utilise a range of tools and techniques to enhance their final product with consideration given to cyber-security and legislation. Modelling can be utilised to refine the product until a workable final solution is found. Principles of HCI should be adhered to where user interaction is considered. This should build on theory knowledge within this qualification.</p> <p>Using a range of techniques and tools available through a chosen software development kit (SDK), students should create a model prototype to present</p>

Knowledge and understanding

Digital communications, including types, software and devices that are used to communicate digitally. Students should evaluate the types of communication channels used for digital communication and how connectivity impacts on the medium chosen. Students can evaluate audience demographics and how the choice of digital communication type can impact on the demographic it reaches. Internet of Everything (IoE), this is an excellent opportunity for students to keep up to date with the emerging technologies of the IoE. Students can learn what IoE is, how it is developed and used and the industries that are involved with the IoE. Through integrating theory with practical activities required in NEA units, and using mock and practice assessments, students will be well prepared for the terminal examination in R050. They will be able to relate theory to practice, and to put into context responses to questions they are asked.

Practical activities

information given within the set assignment tasks ensuring it is appropriate to use with different device types

Testing and Evaluation

Developing and using a testing plan that utilises appropriate test data and testing types to test a developed spreadsheet solution and AR model prototype. Students can build on their theory knowledge to explore the most appropriate types of tests for a given scenario.

Evaluation of a spreadsheet solution with consideration of the client, the effectiveness of the solution, how well testing has been applied and the impact of HCI navigation and interface methods.

Students should be able to use design documentation to review their final digital product. Consideration can be given to the defined purpose of AR model prototype, the need to learn lessons from each project and the effectiveness of different approaches to a problem.