

# MARINA INTERNATIONAL SCHOOL

## ICT SCHEME OF WORK

### FORM 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	DIRECT DATA ENTRY AND ASSOCIATED DEVICES	Describe Direct data entry and associated devices, e.g. <input type="checkbox"/> Magnetic stripe readers <input type="checkbox"/> Chip and PIN readers ADVANTAGES AND DISADVANTAGES of any of each device
1.2	DIRECT DATA ENTRY AND ASSOCIATED DEVICES	<input type="checkbox"/> Radio Frequency Identification (RFID) readers <input type="checkbox"/> Magnetic Ink Character Recognition/Reader (MICR) ADVANTAGES AND DISADVANTAGES of any of each device
1.3	SPREADSHEET FOR A PURPOSE	CREATE AND EDIT A DT MODEL: <input type="checkbox"/> Define the term cell, rows, columns, sheets, tabs, pages, charts
1.4	SPREADSHEET FOR A PURPOSE	o Explain the importance of accurate data entry in spreadsheets o Enter data with 100% accuracy
2.1	DIRECT DATA ENTRY AND ASSOCIATED DEVICES	Describe Direct data entry and associated devices, e.g. <input type="checkbox"/> Optical Mark Recognition/Reader (OMR) <input type="checkbox"/> Optical Character Recognition/Reader (OCR) .
2.2	SPREADSHEET FOR A PURPOSE (CREATING SPREADSHEET)	Bar code reader <input type="checkbox"/> Identify the ADVANTAGES AND DISADVANTAGES of any of the above devices in comparison with others.
2.3	SPREADSHEET FOR A PURPOSE (CREATING SPREADSHEET)	CREATE AND EDIT A DT MODEL: <input type="checkbox"/> Inserting cells <input type="checkbox"/> Deleting cells <input type="checkbox"/> Inserting row
2.4	SPREADSHEET FOR A PURPOSE (CREATING SPREADSHEET)	CREATE AND EDIT A DT MODEL: <input type="checkbox"/> Deleting rows <input type="checkbox"/> Merging cells <input type="checkbox"/> Adjusting rows and columns width and height
3.1	OPERATING SYSTEMS	<input type="checkbox"/> Define and describe operating systems which contain a Command Line Interface (CLI)

WEEK	TOPIC	TOPIC DETAILS
3.2	OPERATING SYSTEMS	<input type="checkbox"/> Define and describe operating systems which contain a Graphical User Interface (GUI)
3.3	Design a spreadsheet with a specific purpose. Creating spreadsheet (cont.)	Formatting the spreadsheet: <input type="checkbox"/> Highlighting cell contents <input type="checkbox"/> Merging cells <input type="checkbox"/> Copying cell contents
3.4	Design a spreadsheet with a specific purpose. Creating spreadsheet (cont.)	Formatting the spreadsheet: <input type="checkbox"/> Pasting into another cells <input type="checkbox"/> Hiding and unhiding cells <input type="checkbox"/> Defining formula
4.1	OPERATING SYSTEMS	<input type="checkbox"/> Describe the differences, including the benefits and drawbacks, between operating systems which contain a CLI and those which contain a GUI
4.2	OPERATING SYSTEMS	Describe the differences, including the benefits and drawbacks, between operating systems which contain a CLI and those which contain a GUI
4.3	Design a spreadsheet with a specific purpose. Creating spreadsheet (cont.)	<input type="checkbox"/> Function <input type="checkbox"/> absolute reference <input type="checkbox"/> relative reference
4.4	Design a spreadsheet with a specific purpose. Creating spreadsheet (cont.)	<input type="checkbox"/> use Formulas to create their spreadsheet <input type="checkbox"/> Copying from sheet 1 to different sheets. <input type="checkbox"/> Applying headers and footers to spreadsheet
5.1	POTENTIAL HEALTH PROBLEMS RELATED TO THE PROLONGED USE OF IT EQUIPMENT	<input type="checkbox"/> Describe repetitive strain injury (RSI) and what causes it
5.2	POTENTIAL HEALTH PROBLEMS RELATED TO THE PROLONGED USE OF IT EQUIPMENT	<input type="checkbox"/> Identify other health issues (e.g. • back problems • eye problems • headaches)
5.3	Calculation, Test and Modifying the spreadsheet to make it suitable for its purpose	Use formula and function to calculate Range, named cell Use Mathematic operations including <input type="checkbox"/> ADD <input type="checkbox"/> SUBTRACTION <input type="checkbox"/> MULTIPLY <input type="checkbox"/> DIVIDE where necessary

WEEK	TOPIC	TOPIC DETAILS
5.4	alculation, Test and Modifying the spreadsheet to make it suitable for its purpose	Use Mathematic operations including <input type="checkbox"/> MULTIPLY <input type="checkbox"/> DEVIDE where necessary
6.1	POTENTIAL HEALTH PROBLEMS RELATED TO THE PROLONGED USE OF IT EQUIPMENT	<input type="checkbox"/> Describe some simple strategies for preventing these problems: • back problems • eye problems • headaches)
6.2	POTENTIAL HEALTH PROBLEMS RELATED TO THE PROLONGED USE OF IT EQUIPMENT	<input type="checkbox"/> Evaluate the use of IT equipment and develop strategies to minimise the health risks
6.3	Calculation, Test and Modify the spreadsheet to make it suitable for its purpose	Use functions including: <input type="checkbox"/> Minimum, Maximum <input type="checkbox"/> Average <input type="checkbox"/> Integer <input type="checkbox"/> Rounding
6.4	Calculation, Test and Modify the spreadsheet to make it suitable for its purpose	Use functions including: <input type="checkbox"/> Counting, SIMPLE IF Functions <input type="checkbox"/> Sorting the data accordingly <input type="checkbox"/> LOOKUP and VLOOKUP <input type="checkbox"/> Applying correct page layout, apply gridlines to spreadsheet, formatting the currency values, preview before printing, <input type="checkbox"/> Printing the spreadsheet.
7.1	The effects of using IT effects of IT on employment	<input type="checkbox"/> Describe how there has been a reduction of employment in offices, as workers' jobs have been replaced by computers in a number of fields (e.g. payroll workers, typing pools, car production workers)
7.2	The effects of using IT effects of IT on employment	<input type="checkbox"/> Describe how there has been a reduction of employment in offices, as workers' jobs have been replaced by computers in a number of fields (e.g. payroll workers, typing pools, car production workers)
7.3	Graphs and charts	Use the spreadsheet table to create graphs Bar chart, pie chart Select the graph or chart to match the need of the audience Label the graph or chart, including: <input type="checkbox"/> Proper chart location such as new sheet <input type="checkbox"/> Chart title <input type="checkbox"/> Legend

WEEK	TOPIC	TOPIC DETAILS
7.4	Graphs and charts	<p>Use the spreadsheet table to create graphs</p> <p>Bar chart, pie chart</p> <p>Select the graph or chart to match the need of the audience</p> <p>Label the graph or chart, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proper chart location such as new sheet</li> <li><input type="checkbox"/> Chart title</li> <li><input type="checkbox"/> Legend</li> <li><input type="checkbox"/> Sector label</li> <li><input type="checkbox"/> Sector value</li> </ul>
8.1	The effects of using IT effects of IT on employment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how there has been an increase in employment in other fields (e.g. website designers, computer programmers, delivery drivers in retail stores)</li> </ul>
8.2	The effects of using IT effects of IT on employment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how there has been an increase in employment in other fields (e.g. website designers, computer programmers, delivery drivers in retail stores)</li> </ul> <p>(continued)</p>
8.3	Graphs and charts	<p>Use the spreadsheet table to create graphs</p> <p>Label the graph or chart, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Value</li> <li><input type="checkbox"/> Percentage</li> <li><input type="checkbox"/> Value axis label</li> <li><input type="checkbox"/> Category axis title</li> <li><input type="checkbox"/> Copying and pasting chart into other applications</li> </ul>
8.4	Graphs and charts	<p>Use the spreadsheet table to create graphs</p> <p>Label the graph or chart, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Value axis label</li> <li><input type="checkbox"/> Category axis title</li> <li><input type="checkbox"/> Copying and pasting chart into other applications</li> </ul> <p>(continued)</p>
9.1	EFFECTS OF IT ON WORKING PATTERNS WITHIN ORGANISATIONS	<p>Describe how the use of computers has led to a number of employees changing their working patterns (e.g.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> part-time working</li> <li><input type="checkbox"/> flexible hours</li> </ul>
9.2	EFFECTS OF IT ON WORKING PATTERNS WITHIN ORGANISATIONS	<p>Describe how the use of computers has led to a number of employees changing their working patterns (e.g.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> job sharing</li> <li><input type="checkbox"/> compressed hours)</li> </ul>
9.3	DATABASES FOR A PURPOSE	<ul style="list-style-type: none"> <li><input type="checkbox"/> Define the terms flat-file database and relational database</li> <li><input type="checkbox"/> Explain where it would be appropriate to select a flat-file database or a relational database</li> </ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
9.4	DATABASES FOR A PURPOSE	<input type="checkbox"/> Define the term FILE, FIELD and RECORD <input type="checkbox"/> what a record contains <input type="checkbox"/> - the field types that are used, and why
10.1	EFFECTS OF IT ON WORKING PATTERNS WITHIN ORGANISATIONS	Describe what is meant by <input type="checkbox"/> part-time working <input type="checkbox"/> flexible hours
10.3	DATABASES FO A PURPOSE :- Identify a purpose for a database and use of databases	<input type="checkbox"/> Assign appropriate data types to fields, including: <input type="checkbox"/> Text <input type="checkbox"/> Numeric <input type="checkbox"/> Integer <input type="checkbox"/> Decimal
10.4	DATABASES FO A PURPOSE :- Identify a purpose for a database and use of databases	Assign appropriate data types to fields, including Percentage <input type="checkbox"/> Currency <input type="checkbox"/> date/time <input type="checkbox"/> Boolean/logical (-1/0, yes/no, true/false)

# ICT SCHEME OF WORK

## FORM 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	NETWORKS AND THE EFFECTS OF USING THEM (Cont.)	<input type="checkbox"/> Understand the use of WiFi and Bluetooth in networks <input type="checkbox"/> Describe how computers can use WiFi to connect to a network
1.2	NETWORKS AND THE EFFECTS OF USING THEM (Cont.)	<input type="checkbox"/> Describe how computers can use Bluetooth to connect to a network <input type="checkbox"/> Compare and contrast Bluetooth and WiFi
1.3	PROGRAMMING FOR A PURPOSE:- Plan an interactive program using abstraction	Explaining the features SCRATCH APPLICATION: <input type="checkbox"/> Scripts, Costumes, Sounds, Sprites, Motions, Looks, Pen, Data <input type="checkbox"/> Events <input type="checkbox"/> Control <input type="checkbox"/> Sensing <input type="checkbox"/> Operators <input type="checkbox"/> More blocks <input type="checkbox"/> Stage backdrop
1.4	Plan an interactive program using abstraction	Explaining the features SCRATCH APPLICATION: <input type="checkbox"/> Scripts, Costumes, Sounds, Sprites, Motions, Looks, Pen, Data <input type="checkbox"/> Events <input type="checkbox"/> Control <input type="checkbox"/> Sensing <input type="checkbox"/> Operators <input type="checkbox"/> More blocks <input type="checkbox"/> Stage backdrop
2.1	NETWORKS AND THE EFFECTS OF USING THEM (Cont.)	Understand how to set up and configure a small network, including: <input type="checkbox"/> Access to the internet <input type="checkbox"/> The use of a browser <input type="checkbox"/> The use of email <input type="checkbox"/> Access to an Internet Service Provider (ISP)

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
2.2	NETWORKS AND THE EFFECTS OF USING THEM (Cont.)	Understand how to set up and configure a small network, including: <input type="checkbox"/> Access to the internet <input type="checkbox"/> The use of a browser <input type="checkbox"/> The use of email <input type="checkbox"/> Access to an Internet Service Provider (ISP)
2.3	Plan an interactive program using abstraction	<input type="checkbox"/> Flowchart and its uses The different shapes used in flowchart including: <input type="checkbox"/> Start/end, Arrows, input/output, process and Decision <input type="checkbox"/> Movement of object on the screen using the correct steps and directions
2.4	Plan an interactive program using abstraction	<input type="checkbox"/> Flowchart and its uses The different shapes used in flowchart including: <input type="checkbox"/> Start/end, Arrows, input/output, process and Decision <input type="checkbox"/> Movement of object on the screen using the correct steps and directions
3.1	UNDERSTAND THE CHARACTERISTICS AND PURPOSE OF COMMON NETWORK ENVIRONMENTS	<input type="checkbox"/> Define what the internet is <input type="checkbox"/> Define what an intranet is <input type="checkbox"/> Describe the differences between an intranet and the internet
3.2	UNDERSTAND THE CHARACTERISTICS AND PURPOSE OF COMMON NETWORK ENVIRONMENTS	<input type="checkbox"/> Define what the internet is <input type="checkbox"/> Define what an intranet is <input type="checkbox"/> Describe the differences between an intranet and the internet
3.3	USING SCRATCH APPLICATION TO DESIGN A PROGRAM	<input type="checkbox"/> Explain that learners are going to create a program involving the main flowchart symbols using SCRATCH application <input type="checkbox"/> Input, output, or information displayed on the screen, which is determined by an input, or information entered by the user <input type="checkbox"/> Introducing selection, inputs and outputs using a block-based programming environment
3.4	USING SCRATCH APPLICATION TO DESIGN A PROGRAM	<input type="checkbox"/> Explain that learners are going to create a program involving the main flowchart symbols using SCRATCH application <input type="checkbox"/> Input, output, or information displayed on the screen, which is determined by an input, or information entered by the user <input type="checkbox"/> Introducing selection, inputs and outputs using a block-based programming environment
4.1	UNDERSTAND THE CHARACTERISTICS AND PURPOSE OF COMMON NETWORK ENVIRONMENTS (continued)	<input type="checkbox"/> Explain the purpose of an intranet and how that differs from the purpose of the internet <input type="checkbox"/> Describe the uses of an intranet <input type="checkbox"/> Describe the uses of the internet

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
4.2	UNDERSTAND THE CHARACTERISTICS AND PURPOSE OF COMMON NETWORK ENVIRONMENTS (continued)	<input type="checkbox"/> Explain the purpose of an intranet and how that differs from the purpose of the internet <input type="checkbox"/> Describe the uses of an intranet <input type="checkbox"/> Describe the uses of the internet
4.3	USING SCRATCH APPLICATION TO DESIGN A PROGRAM (PRACTICAL) (4289) (continued)	<input type="checkbox"/> show an example of the text that could be included within an input / output block <input type="checkbox"/> Explain that this block can be found in the "Sensing" block palette <input type="checkbox"/> Demonstrate inputting a range of text, including "left", "right", and "move" and discuss the program's behaviour.
4.4	USING SCRATCH APPLICATION TO DESIGN A PROGRAM (PRACTICAL) (4289) (continued)	<input type="checkbox"/> show an example of the text that could be included within an input / output block <input type="checkbox"/> Explain that this block can be found in the "Sensing" block palette <input type="checkbox"/> Demonstrate inputting a range of text, including "left", "right", and "move" and discuss the program's behaviour.
5.1	TYPES OF NETWORK & DIFFERENT TYPES OF COMPUTER TO ACCESS THE INTERNET	<input type="checkbox"/> Define the terms Local Area Network (LAN) <input type="checkbox"/> Wireless Local Area Network (WLAN) and <input type="checkbox"/> Wide Area Network (WAN) <input type="checkbox"/> Describe the differences between a LAN, a WLAN and a WAN
5.2	TYPES OF NETWORK & DIFFERENT TYPES OF COMPUTER TO ACCESS THE INTERNET	<input type="checkbox"/> Define the terms Local Area Network (LAN) <input type="checkbox"/> Wireless Local Area Network (WLAN) and <input type="checkbox"/> Wide Area Network (WAN) <input type="checkbox"/> Describe the differences between a LAN, a WLAN and a WAN
5.3	SCRATCH APPLICATION (PRACTICE EXERCISES FROM THE PAST PAPERS)	<input type="checkbox"/> show an example of the text that could be included within an input / output block <input type="checkbox"/> Explain that this block can be found in the "Sensing" block palette
5.4	SCRATCH APPLICATION (PRACTICE EXERCISES FROM THE PAST PAPERS)	<input type="checkbox"/> show an example of the text that could be included within an input / output block <input type="checkbox"/> Explain that this block can be found in the "Sensing" block palette
6.1	TYPES OF NETWORK & DIFFERENT TYPES OF COMPUTER TO ACCESS THE INTERNET (continued)	<input type="checkbox"/> Understand the advantages and disadvantages of using different types of computer to access the internet <input type="checkbox"/> Compare the advantages and disadvantages of using <input type="checkbox"/> laptop computers <input type="checkbox"/> desktop computers <input type="checkbox"/> tablet computers and <input type="checkbox"/> smartphones to access the internet

WEEK	TOPIC	TOPIC DETAILS
6.2	TYPES OF NETWORK & DIFFERENT TYPES OF COMPUTER TO ACCESS THE INTERNET (continued)	<input type="checkbox"/> Understand the advantages and disadvantages of using different types of computer to access the internet <input type="checkbox"/> Compare the advantages and disadvantages of using <input type="checkbox"/> laptop computers <input type="checkbox"/> desktop computers <input type="checkbox"/> tablet computers and <input type="checkbox"/> smartphones to access the internet
6.3	SCRATCH APPLICATION (PRACTICE EXERCISES FROM THE PAST PAPERS) (continued)	<input type="checkbox"/> Demonstrate inputting a range of text, including “left”, “right”, and “move” and discuss the program’s behaviour <input type="checkbox"/> Use of the available source files to answer past ICT question on SCRATCH PROGRAM
6.4	SCRATCH APPLICATION (PRACTICE EXERCISES FROM THE PAST PAPERS) (continued)	<input type="checkbox"/> Demonstrate inputting a range of text, including “left”, “right”, and “move” and discuss the program’s behaviour <input type="checkbox"/> Use of the available source files to answer past ICT question on SCRATCH PROGRAM
7.1	SAFETY AND SECURITY PHYSICAL SAFETY	<input type="checkbox"/> Describe common PHYSICAL SAFETY issues and what causes them, e.g. <input type="checkbox"/> Electrocutation from spilling drinks <input type="checkbox"/> Fire from sockets being overloaded or equipment overheating <input type="checkbox"/> Tripping over trailing cables
7.2	SAFETY AND SECURITY PHYSICAL SAFETY	<input type="checkbox"/> Describe common PHYSICAL SAFETY issues and what causes them, e.g. <input type="checkbox"/> Electrocutation from spilling drinks <input type="checkbox"/> Fire from sockets being overloaded or equipment overheating <input type="checkbox"/> Tripping over trailing cables
7.3	MULTIMEDIA FOR A PURPOSE (PRESENTATION)	<input type="checkbox"/> Use a master slide to appropriately to meet the needs of the audience <input type="checkbox"/> Identify the need for consistency of presentation, in terms of styles, point sizes, colour schemes, transitions and animations <input type="checkbox"/> Use the master slide to place objects appropriately, including: images, text, logos, slide footers, automated slide numbering
7.4	MULTIMEDIA FOR A PURPOSE (PRESENTATION)	<input type="checkbox"/> Use a master slide to appropriately to meet the needs of the audience <input type="checkbox"/> Identify the need for consistency of presentation, in terms of styles, point sizes, colour schemes, transitions and animations <input type="checkbox"/> Use the master slide to place objects appropriately, including: images, text, logos, slide footers, automated slide numbering
8.1	SAFETY AND SECURITY PHYSICAL SAFETY (continued)	<input type="checkbox"/> Describe some simple strategies for preventing these issues <input type="checkbox"/> Evaluate own use of IT equipment and develop strategies to minimise the potential safety risks

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
8.2	SAFETY AND SECURITY PHYSICAL SAFETY (continued)	<input type="checkbox"/> Describe some simple strategies for preventing these issues <input type="checkbox"/> Evaluate own use of IT equipment and develop strategies to minimise the potential safety risks
8.3	MULTIMEDIA FOR A PURPOSE (PRESENTATION) (continued)	<input type="checkbox"/> Use the master slide to set font styles, heading styles and colour schemes as required by the audience <input type="checkbox"/> Manipulate and use specified areas for headings, subheadings, bullets, images, charts, Colours, text boxes, presenter notes, audience notes as appropriate
8.4	MULTIMEDIA FOR A PURPOSE (PRESENTATION) (continued)	<input type="checkbox"/> Use the master slide to set font styles, heading styles and colour schemes as required by the audience <input type="checkbox"/> Manipulate and use specified areas for headings, subheadings, bullets, images, charts, Colours, text boxes, presenter notes, audience notes as appropriate
9.1	E-SAFETY	<input type="checkbox"/> Explain what is meant by personal data <input type="checkbox"/> Explain why personal data should be confidential and protected <input type="checkbox"/> Explain how to avoid inappropriate disclosure of personal data including: <input type="checkbox"/> own name, address, school name, a picture in school uniform <input type="checkbox"/> Discuss why eSafety is needed <input type="checkbox"/> Evaluate own use of the internet and use strategies to minimise the potential dangers, e.g.
9.2	E-SAFETY	<input type="checkbox"/> Explain what is meant by personal data <input type="checkbox"/> Explain why personal data should be confidential and protected <input type="checkbox"/> Explain how to avoid inappropriate disclosure of personal data including: <input type="checkbox"/> own name, address, school name, a picture in school uniform <input type="checkbox"/> Discuss why eSafety is needed <input type="checkbox"/> Evaluate own use of the internet and use strategies to minimise the potential dangers, e.g.
9.3	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE	<input type="checkbox"/> Insert a New slide, when required, selecting the appropriate slide type for the purpose <input type="checkbox"/> Changing the slide layout when required <input type="checkbox"/> Place text on the slides including: headings, subheadings, bulleted lists <input type="checkbox"/> Place charts imported from a spreadsheet
9.4	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE	<input type="checkbox"/> Insert a New slide, when required, selecting the appropriate slide type for the purpose <input type="checkbox"/> Changing the slide layout when required <input type="checkbox"/> Place text on the slides including: headings, subheadings, bulleted lists <input type="checkbox"/> Place charts imported from a spreadsheet

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
10.1	E-SAFETY (continued)	<input type="checkbox"/> Only using websites recommended by teachers <input type="checkbox"/> Only using a learner-friendly search engine <input type="checkbox"/> Evaluate own use of email and use strategies to minimise the potential dangers, including only emailing people already known, thinking before opening an email from an unknown person, never emailing the school's name or a picture of a learner in school uniform
10.2	E-SAFETY (continued)	<input type="checkbox"/> Only using websites recommended by teachers <input type="checkbox"/> Only using a learner-friendly search engine <input type="checkbox"/> Evaluate own use of email and use strategies to minimise the potential dangers, including only emailing people already known, thinking before opening an email from an unknown person, never emailing the school's name or a picture of a learner in school uniform
10.3	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE (continued)	<input type="checkbox"/> Place other objects including: symbols, lines, arrows, call out boxes <input type="checkbox"/> Create consistent transitions between SLIDES <input type="checkbox"/> Create consistent animation facilities on text, images and other objects.
10.4	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE (continued)	<input type="checkbox"/> Place other objects including: symbols, lines, arrows, call out boxes <input type="checkbox"/> Create consistent transitions between SLIDES <input type="checkbox"/> Create consistent animation facilities on text, images and other objects.
11.1	E-SAFETY(CONT.) use of social media/networking sites	Evaluate own use of social media/networking sites, instant messaging and internet chat rooms and use strategies to minimise the potential dangers, including: <input type="checkbox"/> knowing how to block and report unwanted users <input type="checkbox"/> never arranging to meet anyone alone <input type="checkbox"/> always telling an adult first and meeting in a public place
11.2	E-SAFETY(CONT.) use of social media/networking sites	Evaluate own use of social media/networking sites, instant messaging and internet chat rooms and use strategies to minimise the potential dangers, including: <input type="checkbox"/> knowing how to block and report unwanted users <input type="checkbox"/> never arranging to meet anyone alone <input type="checkbox"/> always telling an adult first and meeting in a public place
11.3	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE (continued)	<input type="checkbox"/> Place appropriate images on the slides, including: still images, video clips, animated images <input type="checkbox"/> Place sound within a slide. <input type="checkbox"/> Previewing slide show before presenting to audiences

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
11.4	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE (continued)	<input type="checkbox"/> Place appropriate images on the slides, including: still images, video clips, animated images <input type="checkbox"/> Place sound within a slide. <input type="checkbox"/> Previewing slide show before presenting to audiences
12.1	E-SAFETY(CONT.) use of social media/networking sites (continued)	<p>Evaluate own use of social media/networking sites, instant messaging and internet chat rooms and use strategies to minimise the potential dangers, including:</p> <input type="checkbox"/> avoiding the misuse of images <input type="checkbox"/> using appropriate language <input type="checkbox"/> respecting confidentiality <input type="checkbox"/> Describe measures which should be taken when playing games on the internet (including not using real names)
12.2	E-SAFETY(CONT.) use of social media/networking sites (continued)	<p>Evaluate own use of social media/networking sites, instant messaging and internet chat rooms and use strategies to minimise the potential dangers, including:</p> <input type="checkbox"/> avoiding the misuse of images <input type="checkbox"/> using appropriate language <input type="checkbox"/> respecting confidentiality <input type="checkbox"/> Describe measures which should be taken when playing games on the internet (including not using real names)
12.3	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE (continued)	<input type="checkbox"/> Print format including: <input type="checkbox"/> Print as handout or print as slides <input type="checkbox"/> Printing how many slides on a page. (1.2.3.4.6 etc.) <input type="checkbox"/> PRACTICAL EXERCISES
12.4	CREATE PRESENTATION SLIDES TO MEET THE NEEDS OF THE AUDIENCE (continued)	<input type="checkbox"/> Print format including: <input type="checkbox"/> Print as handout or print as slides <input type="checkbox"/> Printing how many slides on a page. (1.2.3.4.6 etc.) <input type="checkbox"/> PRACTICAL EXERCISES

# ICT SCHEME OF WORK

## FORM 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	COMMUNICATION WITH OTHER ICT USERS USING EMAIL	<input type="checkbox"/> Describe the constraints that affect the use of email, including: <input type="checkbox"/> Laws within a country, Acceptable language, Copyright
1.2	COMMUNICATION WITH OTHER ICT USERS USING EMAIL	<input type="checkbox"/> Describe the constraints that affect the use of email, including: <input type="checkbox"/> Laws within a country, Acceptable language, Copyright
1.3	WEB DESIGNING FOR A PURPOSE Introducing HTML	<input type="checkbox"/> Identify and describe the three web development layers <input type="checkbox"/> Understand the function of: <input type="checkbox"/> content layer <input type="checkbox"/> presentation layer <input type="checkbox"/> behaviour layer <input type="checkbox"/> Introduced to HTML so that they can understand its purpose <input type="checkbox"/> Introducing NOTEPAD++
1.4	WEB DESIGNING FOR A PURPOSE Introducing HTML	<input type="checkbox"/> Identify and describe the three web development layers <input type="checkbox"/> Understand the function of: <input type="checkbox"/> content layer <input type="checkbox"/> presentation layer <input type="checkbox"/> behaviour layer <input type="checkbox"/> Introduced to HTML so that they can understand its purpose <input type="checkbox"/> Introducing NOTEPAD++
2.1	COMMUNICATION WITH OTHER ICT USERS USING EMAIL (continued)	<input type="checkbox"/> Laws within a country, Acceptable language, Copyright Laws <input type="checkbox"/> Local guidelines set by an employer, The need for security
2.2	COMMUNICATION WITH OTHER ICT USERS USING EMAIL (continued)	<input type="checkbox"/> Laws within a country, Acceptable language, Copyright Laws <input type="checkbox"/> Local guidelines set by an employer, The need for security

WEEK	TOPIC	TOPIC DETAILS
2.3	WEB DESIGNING FOR A PURPOSE Introducing HTML (continued)	<input type="checkbox"/> Explain that HTML source code is the language of the World Wide Web and that it is used to format text and graphics into files.  <input type="checkbox"/> Provide learners with a simple prepared notepad code, such as: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> text here <input type="checkbox"/>
2.4	WEB DESIGNING FOR A PURPOSE Introducing HTML (continued)	<input type="checkbox"/> Explain that HTML source code is the language of the World Wide Web and that it is used to format text and graphics into files.  <input type="checkbox"/> Provide learners with a simple prepared notepad code, such as: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> text here <input type="checkbox"/>
3.1	COMMUNICATION WITH OTHER ICT USERS USING EMAIL (continued)	Local guidelines set by an employer, The need for security, methods to protect individual users, data and information against unauthorised access
3.2	COMMUNICATION WITH OTHER ICT USERS USING EMAIL (continued)	Local guidelines set by an employer, The need for security, methods to protect individual users, data and information against unauthorised access
3.3	WEB DESIGNING FOR A PURPOSE Introducing HTML (continued)	<input type="checkbox"/> Introduced students to HTML TAGS so that they can understand its purpose <input type="checkbox"/> Introducing NOTEPAD++  <input type="checkbox"/> Explain that HTML source code is the language of the World Wide Web and that it is used to format text and graphics into files.  <input type="checkbox"/> Provide learners with a simple prepared notepad code, such as: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> text here <input type="checkbox"/>

WEEK	TOPIC	TOPIC DETAILS
3.4	WEB DESIGNING FOR A PURPOSE Introducing HTML (continued)	<p>Introduced students to HTML TAGS so that they can understand its purpose</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introducing NOTEPAD++</li> <li><input type="checkbox"/> Explain that HTML source code is the language of the World Wide Web and that it is used to format text and graphics into files.</li> <li><input type="checkbox"/> Provide learners with a simple prepared notepad code, such as: <ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> text here</li> <li><input type="checkbox"/></li> </ul> </li> </ul>
4.1	COMMUNICATION WITH OTHER ICT USERS USING EMAIL	<ul style="list-style-type: none"> <li><input type="checkbox"/> Netiquette, Password protection</li> <li><input type="checkbox"/> Define the term SPAM</li> <li><input type="checkbox"/> Explain why spam needs to be prevented</li> </ul>
4.2	COMMUNICATION WITH OTHER ICT USERS USING EMAIL	<ul style="list-style-type: none"> <li><input type="checkbox"/> Netiquette, Password protection</li> <li><input type="checkbox"/> Define the term SPAM</li> <li><input type="checkbox"/> Explain why spam needs to be prevented</li> </ul>
4.3	WEB DESIGNING FOR A PURPOSE Introducing HTML (cont.)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Insert an appropriate image into a web page</li> <li><input type="checkbox"/> Use appropriate attributes of an image to adjust its size</li> <li><input type="checkbox"/> Apply styles to text within a web page</li> <li><input type="checkbox"/> Describe the function of a hyperlink</li> <li><input type="checkbox"/> Describe the function of an anchor and why it is rarely seen from the browser view</li> </ul>
4.4	WEB DESIGNING FOR A PURPOSE Introducing HTML (cont.)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Insert an appropriate image into a web page</li> <li><input type="checkbox"/> Use appropriate attributes of an image to adjust its size</li> <li><input type="checkbox"/> Apply styles to text within a web page</li> <li><input type="checkbox"/> Describe the function of a hyperlink</li> <li><input type="checkbox"/> Describe the function of an anchor and why it is rarely seen from the browser view</li> </ul>
5.1	COMMUNICATION WITH OTHER ICT USERS USING EMAIL (continued)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the methods which can be used to help prevent spam</li> <li><input type="checkbox"/> Explain why email groups are used</li> </ul>
5.2	COMMUNICATION WITH OTHER ICT USERS USING EMAIL (continued)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the methods which can be used to help prevent spam</li> <li><input type="checkbox"/> Explain why email groups are used</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
5.3	WEB DESIGNING FOR A PURPOSE Introducing HTML (cont.)	<input type="checkbox"/> Create hyperlinks from: text, images <input type="checkbox"/> Explain what is meant by the term cascading stylesheets <input type="checkbox"/> Saving HTML files e.g. (marina.html) <input type="checkbox"/> Saving CSS FILES e.g. (form three.css) <input type="checkbox"/> Attaching CSS to HTML file <input type="checkbox"/> How to view your html work in a browser.
5.4	WEB DESIGNING FOR A PURPOSE Introducing HTML (cont.)	<input type="checkbox"/> Create hyperlinks from: text, images <input type="checkbox"/> Explain what is meant by the term cascading stylesheets <input type="checkbox"/> Saving HTML files e.g. (marina.html) <input type="checkbox"/> Saving CSS FILES e.g. (form three.css) <input type="checkbox"/> Attaching CSS to HTML file <input type="checkbox"/> How to view your html work in a browser.
6.1	MICROPROCESSOR-CONTROLLED DEVICES IN THE HOME	<input type="checkbox"/> Describe the positive effects microprocessors have on aspects of lifestyle (e.g. the amount and use of leisure time, the degree of social interaction, the ability to leave the home)
6.2	MICROPROCESSOR-CONTROLLED DEVICES IN THE HOME	<input type="checkbox"/> Describe the positive effects microprocessors have on aspects of lifestyle (e.g. the amount and use of leisure time, the degree of social interaction, the ability to leave the home)
6.3	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD	<input type="checkbox"/> Use of STORYBOARD to create videos and animations <input type="checkbox"/> Create a plan for video or animation <input type="checkbox"/> Understanding audience requirements for a video or animation  <input type="checkbox"/> a prepared example of a design brief and a related storyboard and final product  <input type="checkbox"/> selected storyboard and action script to shoot their video footage.
6.4	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD	<input type="checkbox"/> Use of STORYBOARD to create videos and animations <input type="checkbox"/> Create a plan for video or animation <input type="checkbox"/> Understanding audience requirements for a video or animation  <input type="checkbox"/> a prepared example of a design brief and a related storyboard and final product  <input type="checkbox"/> selected storyboard and action script to shoot their video footage.
7.1	MICROPROCESSOR-CONTROLLED DEVICES IN THE HOME (continued)	<input type="checkbox"/> Describe the negative effects microprocessors have on aspects of lifestyle (e.g. lack of exercise)

WEEK	TOPIC	TOPIC DETAILS
7.2	MICROPROCESSOR-CONTROLLED DEVICES IN THE HOME (continued)	<input type="checkbox"/> Describe the negative effects microprocessors have on aspects of lifestyle (e.g. lack of exercise)
7.3	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (continued)	<p>Creating video and animation the following points should be considered:</p> <input type="checkbox"/> Who are the target audience? <input type="checkbox"/> What is the purpose of the video or animation? <input type="checkbox"/> Which ideas were successful? <input type="checkbox"/> Which ideas were weak? <input type="checkbox"/> Which elements of the video or animation will be most difficult to copy? <input type="checkbox"/> Which would be easy to copy? <input type="checkbox"/> How is sound used? <input type="checkbox"/> Did the video/animation achieve its purpose well, and why
7.4	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (continued)	<p>Creating video and animation the following points should be considered:</p> <input type="checkbox"/> Who are the target audience? <input type="checkbox"/> What is the purpose of the video or animation? <input type="checkbox"/> Which ideas were successful? <input type="checkbox"/> Which ideas were weak? <input type="checkbox"/> Which elements of the video or animation will be most difficult to copy? <input type="checkbox"/> Which would be easy to copy? <input type="checkbox"/> How is sound used? <input type="checkbox"/> Did the video/animation achieve its purpose well, and why
8.1	COMPUTER SOFTWARE (APPLICATION & SYSTEM)	<input type="checkbox"/> Define software as programs for controlling the operation of a computer or processing of electronic data <input type="checkbox"/> Identify the two types of software – <input type="checkbox"/> applications software and <input type="checkbox"/> system software
8.2	COMPUTER SOFTWARE (APPLICATION & SYSTEM)	<input type="checkbox"/> Define software as programs for controlling the operation of a computer or processing of electronic data <input type="checkbox"/> Identify the two types of software – <input type="checkbox"/> applications software and <input type="checkbox"/> system software
8.3	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD	<p>ANIMATION ON A STORYBOARD</p> <input type="checkbox"/> Selecting images or video from either the <input type="checkbox"/> Picture folder <input type="checkbox"/> camera <input type="checkbox"/> internet <input type="checkbox"/> cropping image <input type="checkbox"/> resize image

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
8.4	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD	ANIMATION ON A STORYBOARD  <input type="checkbox"/> Selecting images or video from either the <input type="checkbox"/> Picture folder <input type="checkbox"/> camera <input type="checkbox"/> internet <input type="checkbox"/> cropping image <input type="checkbox"/> resize image
9.1	COMPUTER SOFTWARE (APPLICATION & SYSTEM) (continued)	<input type="checkbox"/> Define applications software (e.g. word processing, spreadsheet, database management systems, control software, measuring software, applets and apps, photo editing software, video editing software, graphics manipulation software)
9.2	COMPUTER SOFTWARE (APPLICATION & SYSTEM) (continued)	<input type="checkbox"/> Define applications software (e.g. word processing, spreadsheet, database management systems, control software, measuring software, applets and apps, photo editing software, video editing software, graphics manipulation software)
9.3	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (continued)	ANIMATION ON A STORYBOARD <input type="checkbox"/> resize image <input type="checkbox"/> colour image <input type="checkbox"/> change the image <input type="checkbox"/> rotate the image <input type="checkbox"/> change the background on the storyboard cell <input type="checkbox"/> placing these images on the storyboard correctly
9.4	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (continued)	ANIMATION ON A STORYBOARD <input type="checkbox"/> resize image <input type="checkbox"/> colour image <input type="checkbox"/> change the image <input type="checkbox"/> rotate the image <input type="checkbox"/> change the background on the storyboard cell <input type="checkbox"/> placing these images on the storyboard correctly
10.1	SYSTEM SOFTWARE AND FUNCTIONS OF SPECIAL SOFTWARE	SPECIAL SYSTEM SOFTWARE AND THEIR USES <input type="checkbox"/> Define system software (e.g. <input type="checkbox"/> Compilers <input type="checkbox"/> Linkers, device driver <input type="checkbox"/> Operating systems and utilities)
10.2	SYSTEM SOFTWARE AND FUNCTIONS OF SPECIAL SOFTWARE	SPECIAL SYSTEM SOFTWARE AND THEIR USES <input type="checkbox"/> Define system software (e.g. <input type="checkbox"/> Compilers <input type="checkbox"/> Linkers, device driver <input type="checkbox"/> Operating systems and utilities)

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
10.3	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (cont.)	Practical exercises on the following <input type="checkbox"/> Images <input type="checkbox"/> Video <input type="checkbox"/> Background <input type="checkbox"/> Animation <input type="checkbox"/> Shapes <input type="checkbox"/> Revision exercises on the storyboarding.
10.4	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (cont.)	Practical exercises on the following <input type="checkbox"/> Images <input type="checkbox"/> Video <input type="checkbox"/> Background <input type="checkbox"/> Animation <input type="checkbox"/> Shapes <input type="checkbox"/> Revision exercises on the storyboarding.
11.1	SYSTEM SOFTWARE AND FUNCTIONS OF SPECIAL SOFTWARE (continued)	<input type="checkbox"/> Operating systems and utilities) <input type="checkbox"/> Types of operating system <input type="checkbox"/> Functions of operating
11.2	SYSTEM SOFTWARE AND FUNCTIONS OF SPECIAL SOFTWARE (continued)	<input type="checkbox"/> Operating systems and utilities) <input type="checkbox"/> Types of operating system <input type="checkbox"/> Functions of operating
11.3	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (cont.)	Practical exercises on the following <input type="checkbox"/> Images <input type="checkbox"/> Video <input type="checkbox"/> Background <input type="checkbox"/> Animation <input type="checkbox"/> Shapes <input type="checkbox"/> Revision exercises on the storyboarding.
11.4	VIDEO OR ANIMATION FOR A PURPOSE USING A STORYBOARD (cont.)	Practical exercises on the following <input type="checkbox"/> Images <input type="checkbox"/> Video <input type="checkbox"/> Background <input type="checkbox"/> Animation <input type="checkbox"/> Shapes <input type="checkbox"/> Revision exercises on the storyboarding.
12.1	REVISION FOR EXAMINATION	REVISION QUESTION & ANSWERS On the covered topics
12.2	REVISION FOR EXAMINATION	REVISION QUESTION & ANSWERS On the covered topics
12.3	REVISION FOR EXAMINATION	REVISION QUESTION & ANSWERS On the covered topics

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
12.4	REVISION FOR EXAMINATION	REVISION QUESTION & ANSWERS On the covered topics