

**KS5 Curriculum Overview: BTEC INFORMATION TECHNOLOGY LEVEL 3 EXTENDED  
CERTIFICATE**

**Year 12**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2 Creating Systems to Manage Information</b></p> <ul style="list-style-type: none"> <li>▪ Normalisation</li> <li>▪ Creating Tables</li> <li>▪ Validation and Verification</li> <li>▪ Queries</li> <li>▪ Reports</li> </ul>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>▪ Database design and management</li> <li>▪ Logical thinking and problem-solving</li> <li>▪ Data organisation and optimisation</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>▪ Mathematics: Understanding relationships and dependencies</li> <li>▪ Science: Analysing patterns and structures</li> <li>▪ Design and Technology: Applying systematic approaches</li> </ul>	<p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>▪ Database Administrator</li> <li>▪ Database Developer</li> <li>▪ Data Analyst</li> <li>▪ Systems Architect</li> <li>▪ Database Developer</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>▪ Rule of Law: Emphasises the importance of structured data and adherence to defined rules in database normalisation.</li> <li>▪ Individual Liberty: Supports creative expression in presenting data findings and encourages responsible data management for individual privacy.</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2 Creating Systems to Manage Information</b></p> <ul style="list-style-type: none"> <li>▪ Structured Testing</li> <li>▪ Structured Evaluation</li> <li>▪ Forms</li> <li>▪ Form Testing</li> <li>▪ Form Evaluation</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Database schema design</li> <li>▪ Data entry and manipulation</li> <li>▪ Understanding data types and structures</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>▪ Mathematics: Understanding relationships, dependencies, logical reasoning, and pattern recognition.</li> <li>▪ Science: Analysing patterns and structures.</li> <li>▪ English: Communicating data requirements effectively, writing skills</li> </ul>	<p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>▪ Database Developer</li> <li>▪ Data Entry Clerk</li> <li>▪ Information Management Officer</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>▪ Rule of Law: Emphasises structured data handling, adherence to rules, and clear reporting for accountability.</li> <li>▪ Democracy: Involves collaborative decision-making in design and extracting relevant data for informed choices.</li> <li>▪ Respect: Encourages respecting data integrity, design principles, and</li> </ul>

	<p>for presenting information.</p> <ul style="list-style-type: none"> <li>▪ <b>Business Studies:</b> Analysing data for decision-making.</li> </ul>	<p>accurate representation.</p> <ul style="list-style-type: none"> <li>▪ <b>Individual Liberty:</b> Supports creative expression in presenting data findings and encourages responsible data management for individual privacy.</li> </ul>
<b>TERM 3 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<p>Revision and Exam for Unit 2 Databases</p> <p>Start Unit 3 – Using Social Media for Business</p> <ul style="list-style-type: none"> <li>▪ Developments in Social Media</li> <li>▪ Features Structure and Audience of Social Media</li> <li>▪ Supporting Business aims and needs</li> <li>▪ Features of social media websites</li> <li>▪ Businesses use of social media</li> <li>▪ Risks and issues</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Analyse the impact of developments on business strategies.</li> <li>▪ Adaptability to evolving social media platforms.</li> <li>▪ Understand the structure, features, and algorithms of social media platforms.</li> <li>▪ Identify and target specific audience demographics.</li> <li>▪ Analyse audience engagement and behaviour.</li> </ul> <p><b>Subject Links</b></p> <ul style="list-style-type: none"> <li>▪ <b>Media Studies:</b> Analyzing the features, structure, and audience of social media platforms.</li> <li>▪ <b>Ethics:</b> Addressing legal and ethical considerations in social media usage.</li> </ul>	<p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>▪ Social Media Manager</li> <li>▪ Digital Marketing Specialist</li> <li>▪ Brand Strategist</li> <li>▪ Customer Relationship Manager</li> <li>▪ Digital Analyst</li> </ul> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>▪ <b>Rule of Law:</b> Adherence to legal and ethical considerations in social media use.</li> <li>▪ <b>Democracy:</b> Utilising social media for democratic engagement and dialogue.</li> <li>▪ <b>Respect:</b> Responding respectfully to customer feedback and engaging in ethical marketing practices.</li> <li>▪ <b>Individual Liberty:</b> Promoting freedom of expression while respecting legal and platform-specific guidelines.</li> </ul>
<b>TERM 4 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<p>Unit 3 – Using Social Media for Business – Implementing a social media plan</p> <ul style="list-style-type: none"> <li>▪ Business requirements</li> <li>▪ Content planning and publishing</li> <li>▪ Developing a social media policy</li> <li>▪ Reviewing and refining plans</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Explore and utilise various features of popular social media platforms.</li> <li>▪ Identify potential risks associated with social media use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Rule of Law:</b> Adherence to legal and ethical considerations in social media use.</li> <li>▪ <b>Democracy:</b> Utilising social media for democratic engagement and dialogue.</li> <li>▪ <b>Respect:</b> Responding respectfully to</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Understand legal and ethical considerations in social media usage.</li> </ul> <p>Subject links:</p> <ul style="list-style-type: none"> <li>▪ Business Studies: Aligning social media strategies with business goals.</li> <li>▪ Media Studies: Analyzing the features, structure, and audience of social media platforms.</li> <li>▪ Digital Literacy: Understanding and using social media features effectively.</li> </ul>	<p>customer feedback and engaging in ethical marketing practices.</p> <ul style="list-style-type: none"> <li>▪ Individual Liberty: Promoting freedom of expression while respecting legal and platform-specific guidelines.</li> </ul>
<b>TERM 5 TOPIC/s</b>	▪ <b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<p><b>Unit 3 – Using Social Media for Business</b></p> <ul style="list-style-type: none"> <li>▪ Content Creation</li> <li>▪ Data gathering and analysis</li> <li>▪ Skills, knowledge and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop and implement a social media strategy.</li> <li>▪ Adapt social media plans to meet evolving business needs.</li> <li>▪ Maximise the use of analytics tools for performance evaluation.</li> </ul>	<p>Career links:</p> <ul style="list-style-type: none"> <li>▪ Content Creator</li> <li>▪ Social Media Analyst</li> <li>▪ Digital Marketing Specialist</li> <li>▪ Brand Strategist</li> </ul> <p>British Values:</p> <ul style="list-style-type: none"> <li>▪ Democracy: Encourages diverse and inclusive content that resonates with a broad audience.</li> <li>▪ Individual Liberty: Promotes freedom of expression within ethical boundaries.</li> <li>▪ Respect: Upholding respectful and transparent communication in the digital space.</li> </ul>
<b>TERM 6 TOPIC/s</b>	▪ <b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<p><b>Unit 1 – Information Technology Systems</b> <b>Learning aim A – Digital Devices</b></p> <ul style="list-style-type: none"> <li>▪ Function and use</li> <li>▪ Data storage and processing</li> <li>▪ Operating Systems</li> <li>▪ Utility software</li> <li>▪ Choosing IT Systems</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>▪ Recognising and understanding various types of digital devices.</li> <li>▪ Understanding how digital devices process and store information.</li> <li>▪ Recognising the role of operating systems and their common interfaces.</li> </ul>	<p>Career links:</p> <ul style="list-style-type: none"> <li>▪ IT Support Specialist</li> <li>▪ System Administrator</li> <li>▪ Software Developer</li> <li>▪ Technology Consultant</li> </ul> <p>British Values:</p> <ul style="list-style-type: none"> <li>▪ Democracy: Acknowledging the diversity of operating systems and IT choices.</li> <li>▪ Individual Liberty: Empowering users to</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Understanding the roles of utility and application software.</li> <li>▪ Applying a decision-making process when choosing IT systems.</li> </ul> <p>Subject links:</p> <ul style="list-style-type: none"> <li>▪ Science: Understanding the technological principles behind digital devices.</li> <li>▪ Design and Technology: Exploring the design considerations of digital devices.</li> <li>▪ Business Studies: Considering the cost-effectiveness and utility of IT systems.</li> </ul>	<p>choose systems that align with personal preferences.</p> <ul style="list-style-type: none"> <li>▪ Rule of Law: Understanding legal considerations in choosing and using digital devices.</li> </ul>
--	---	--

### KS5 Curriculum Overview

#### BTEC INFORMATION TECHNOLOGY LEVEL 3 EXTENDED CERTIFICATE

#### Year 13

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1 – Information Technology Systems</b></p> <ul style="list-style-type: none"> <li>▪ Learning Aim B – Transmitting Data</li> <li>▪ Learning Aim C – Operating Online</li> <li>▪ Learning Aim D – Protecting Data</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Understanding the principles of transmitting data between devices.</li> <li>▪ Recognising different transmission mediums such as wired and wireless.</li> <li>▪ Understanding communication protocols and standards.</li> <li>▪ Recognising the importance of adherence to ensure data integrity.</li> <li>▪ Identifying and understanding various network topologies.</li> <li>▪ Recognising their impact on data transmission efficiency.</li> <li>▪ Understanding the concepts of bandwidth and latency in data transmission.</li> <li>▪ Recognising factors influencing the speed and efficiency of data transfer.</li> </ul>	<p><b>Careers Links:</b></p> <ul style="list-style-type: none"> <li>▪ Information Security Officer</li> <li>▪ Cybersecurity Analyst</li> <li>▪ Data Protection Officer</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>▪ Rule of Law: Adherence to legal frameworks for data protection.</li> <li>▪ Individual Liberty: Respecting individual privacy rights in data handling.</li> <li>▪ Democracy: Ensuring transparency in data protection practices.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Recognising the importance of secure data transmission.</li> </ul> <p><b>Subject Links:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Citizenship:</b> Understanding rights and responsibilities in data protection.</li> <li>▪ <b>Media Studies:</b> Analysing the impact of digital communication on society.</li> <li>▪ <b>Media Studies:</b> Analysing the impact of digital communication on society.</li> </ul>	
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1 – Information Technology Systems</b></p> <ul style="list-style-type: none"> <li>▪ Learning Aim E – Impact of IT Systems</li> <li>▪ Learning Aim F – Issues</li> <li>▪ Mock Exams</li> <li>▪ Revision</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Recognising and defining IT issues and challenges.</li> <li>▪ Demonstrating empathy and understanding towards end-users experiencing problems.</li> <li>▪ Evaluating moral and ethical considerations for organisations in the use of IT</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Ethics:</b> Examining ethical considerations related to IT issues.</li> <li>▪ <b>Citizenship:</b> Understanding the societal implications of IT issues and responsibilities.</li> <li>▪ <b>Psychology:</b> Exploring the human factors and psychological aspects of IT problem resolution.</li> </ul>	<p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>▪ IT Systems Analyst</li> <li>▪ Technology Consultant</li> <li>▪ Business Intelligence Developer</li> <li>▪ IT Security Consultant</li> <li>▪ Systems Auditor</li> <li>▪ IT Support Specialist</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Democracy:</b> Enhancing democratic processes through efficient IT systems.</li> <li>▪ <b>Individual Liberty:</b> Enabling individual freedom through user-friendly IT systems.</li> <li>▪ <b>Rule of Law:</b> Adhering to legal frameworks governing IT system usage.</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1 – Information Technology Systems – Revision and Exam</b></p> <p><b>Unit 6 – Website Development</b></p> <ul style="list-style-type: none"> <li>▪ Website Design Principles</li> <li>▪ Purpose of website products</li> <li>▪ Principles of website design</li> <li>▪ Media and Objects</li> <li>▪ Creativity and innovation</li> <li>▪ Search Engine Optimisation</li> </ul>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Design Proficiency:</b></li> <li>▪ Applying design principles for user-friendly and visually appealing websites.</li> </ul>	<p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>▪ Web Developer</li> <li>▪ UX/UI Designer</li> <li>▪ Content Strategist</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Democracy:</b> Facilitating equal access to information through well-</li> </ul>

<ul style="list-style-type: none"> <li>▪ <b>Factors that affect Performance</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectively communicating ideas through visual elements.</li> <li>▪ Applying creativity and innovation in design choices.</li> <li>▪ Prioritising user experience through intuitive and user-friendly design.</li> <li>▪ Conducting user testing to refine design choices.</li> </ul> <p>Subject links:</p> <ul style="list-style-type: none"> <li>▪ Art and Design: Applying design principles for aesthetic and functional websites.</li> <li>▪ English: Utilizing effective communication and storytelling in website design.</li> <li>▪ Business Studies: Aligning design choices with business goals and brand identity.</li> </ul>	<p>designed websites.</p> <ul style="list-style-type: none"> <li>▪ Individual Liberty: Upholding individual freedom in online interactions.</li> <li>▪ Rule of Law: Adhering to legal and ethical considerations in website development</li> </ul>
<b>TERM 4 TOPIC/s</b>	<ul style="list-style-type: none"> <li>▪ <b>*Key Skills/Subject Links</b></li> </ul>	<b>*Career links &amp; BV</b>
<p><b>Unit 6 – Website Development</b></p> <ul style="list-style-type: none"> <li>▪ Designing Websites</li> <li>▪ Creating Websites</li> <li>▪ Testing</li> <li>▪ Evaluation</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ User Feedback Analysis:</li> <li>▪ Collecting and analysing user feedback to inform website improvements.</li> <li>▪ Evaluating the effectiveness of website design and features.</li> <li>▪ Effective Communication</li> </ul> <p>Subject links:</p> <ul style="list-style-type: none"> <li>▪ Sociology: Examining the societal impact of website design and functionality.</li> <li>▪ Media Studies: Assessing the impact of websites on media consumption habits.</li> <li>▪ English: Crafting persuasive and informative evaluation reports. Crafting clear and engaging website content.</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>▪ Web Developer</li> <li>▪ User Experience (UX) Researcher</li> <li>▪ Data Analyst</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>▪ Democracy: Ensuring equal access to information through well-designed and functional websites.</li> <li>▪ Individual Liberty: Facilitating individual freedom in online interactions.</li> <li>▪ Rule of Law: Adhering to legal and ethical considerations in website creation.</li> </ul>
<b>TERM 5 TOPIC/s</b>	<ul style="list-style-type: none"> <li>▪ <b>*Key Skills/Subject Links</b></li> </ul>	<b>*Career links &amp; BV</b>

<b>Unit 6 – Website Development</b> <ul style="list-style-type: none"> <li>▪ <b>Completion and submission of Website Coursework</b></li> </ul>	<b>Completion and submission of coursework</b>	<b>Completion and submission of coursework</b>
<b>TERM 6 TOPIC/s</b>	<ul style="list-style-type: none"> <li>▪ <b>*Key Skills/Subject Links</b></li> </ul>	<b>*Career links &amp; BV</b>
<b>End of Course</b>		