# Year 11 Transition Booklet – Stepney All Saints

# BTEC Computing

**BTEC National Computing: Transition Guide**

**Examination Board:** Pearson

BTEC Level 3 National Extended Diploma in Computing is equivalent to 3 A Levels and comprises of 13 units (4 external an 7 internal).

**BTEC Level 3 National Extended Diploma in Computing**



**Resources you will be using in this course:**

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| **Specification** | **Textbook** | **Revision Books** |
| Image result for BTEC Computing extended diploma | Image result for BTEC Computing revision | Image result for BTEC Computing revision |

**Year 12:**

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| **Units Covered** | **Assessment** |
| Unit 1 Principles of Computer Science | **External** |
| Unit 2- Fundamentals of Computer Systems | **External** |
| Unit 3 - Planning and Management of Comptuer Systems | **External** |
| Unit 8 -Business Application of Socail Media | Internal |
| Unit 10 -Human-computer Interaction | Internal |
| Unit 15 - Website Development | Internal |
| Unit 18 - Relational Database Development | Internal |
| Unit 14 - Computer Games Development | Internal |

**Year 13:**

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| **Units Covered** | **Assessment** |
| Unit 4 - Software Design and Development Project | **External** |
| Unit 7 - IT System Security and Encryption | Internal |
| Unit 9 - The Impact of Computing | Internal |
| Unit 22 - Systems Analysis and Design | Internal |
| Unit 19 - Computer Networking | Internal |
| Unit 14 - Computer Games Development | Internal |

**Transition Activities: : Week 1 - 11/07/22**

The following Tasks will need to be attempted during this week. Your knowledge in these topics will be assessed in a classroom test.

**Task 1: Programming**

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| **Programming Task Activity 1:** Visit [www.w3schools.com/python](https://www.w3schools.com/python/) and work through Python Exercises. You must cover the following topics: Python SyntaxPython VariablesPython NumbersPyton StringsPython OperatorsPython ListsPython SetsPython DictionariesPython If…ElsePython While Loops |  |

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| **Task 2: Programming Exercises:** Register with [www.codecademy.com](http://www.codecademy.com) and work through “Programming with Python” tutorial.  |

**Transition Activity: : Week 2 – 18/07/22 (Social Media)**

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| **Task – Social Media** |
| Students should familiarise themselves with social media. You should examine how businesses use Facebook and Twitter and become familiar with how they work. Young people in the UK regard Facebook as something that old people use. However, by numbers, it is still by far the most widely used social platform. [Watch this short video](https://www.youtube.com/watch?v=tMnijcVY0io) on ways businesses can use Facebook other than just “spamming” page followers with ads. We will not necessarily be focusing on how social influencers on other platforms (such as Instagram or TikTok) work on behalf of businesses. We will not just be focusing on the well-known aspects like advertising or sponsored posts. **Find examples for, and explain:** * Other than advertising or sponsored posts, how do businesses present themselves on Facebook and Twitter?
* How do businesses use social media to communicate directly with customers to resolve issues and provide customer service? What examples can you find?
* How do businesses use social media to create brand awareness?
* How have businesses used social media in a way that was not expected, or where risks and issues (e.g., hacking, inappropriate conduct) have not been managed?
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**Transition Activity: : Week 3 – 25/07/22**

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| **Task - Systems to Manage Information (Databases)** |
| One of the hardest units in this course is creating a relational database. We will be using Microsoft Access, however, free software like [OpenOffice Base](http://www.openoffice.org/product/base.html) is fine when you’re just starting out. To prepare yourself, [watch this video](https://www.youtube.com/watch?v=NvrpuBAMddw) on the high-level concepts of relational databases. The key points you should be able to discuss are: * What is a relational database?
* Why do you think duplicate data a problem in a database?
* What are “one to many” and “many to one” relationships?
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