KESTEVEN AND SLEAFORD HIGH SCHOOL

Computer Science Scheme of Learning

Year 11 – Term 5

Intent – Rationale

Term 5 is for final revision and preparation for terminal examinations, with a focus on examination technique and identified weaknesses (at national and local level) in previous examination series.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
• All GCSE Computer Science Topics as per the specification	• A-Level Computer Science and/or further study/work
What are the links with other subjects in the curriculum?	**What are the links to SMSC, British Values and Careers?**
• N/A	• GB4d and GB4e
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	**What are the opportunities for developing mathematical skills?**
• *How to Achieve 100% in a GCSE - Guide to GCSE Exam and Revision Technique Paperback – 1 Nov. 2012 by Robert Blakey*	• N/A

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
Know • Understand the conditions, structure and layout of GCSE Computer Science examination papers • Understand the different *Command* words used in examination papers (see below) and how these affect the type of response that is required • Revise all key topics previously studied **Apply** • Be able to accurately read, understand and reply to GCSE Computer Science examination questions	
What subject specific language will be used and developed in this topic? **Source: https://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf**	**What opportunities are available for assessing the progress of students?**
• Add: Join something to something else so as to increase the size, number, or amount • Analyse: Break down in order to bring out the essential elements or structure to identify parts and relationships, and to interpret information to reach conclusions • **Annotate**: Add brief notes to a diagram or graph • **Calculate**: Obtain a numerical answer showing the relevant stages in the working • **Compare**: Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout • Complete: Provide all the necessary or appropriate parts • **Convert**: Change the form, character, or function of something • **Define**: Give the precise meaning of a word, phrase, concept or physical quantity • **Describe**: Give a detailed account or picture of a situation, event, pattern or process Design: Produce a plan, simulation or model	• Class Notes and in-lesson observation • Kahoot starters/plenaries and verbal questioning • Terminal GCSE examinations

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• **Discuss**: Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence • Draw: Produce (a picture or diagram) by making lines and marks on paper with a pencil, pen, etc • **Evaluate**: Assess the implications and limitations; to make judgements about the ideas, works, solutions or methods in relation to selected criteria • **Explain**: Give a detailed account including reasons or causes • Give: Present information which determines the importance of an event or issue. • How: In what way or manner; by what means • **Identify**: Provide an answer from a number of possibilities • Recognise and state briefly a distinguishing factor or feature • **Justify**: Give valid reasons or evidence to support an answer or conclusion • **Label**: Add title, labels or brief explanation(s) to a diagram or graph • **List**: Give a sequence of brief answers with no explanation • Order: Put the responses into a logical sequence • Outline: Give a brief account or summary • Show: Give steps in a derivation or calculation • Solve: Obtain the answer(s) using algebraic and/or numerical and/or graphical methods • **State**: Give a specific name, value or other brief answer without explanation or calculation • **Tick**: Mark (an item) with a tick or select (a box) on a form, questionnaire etc • to indicate that something has been chosen • What: Asking for information specifying something • Write/Rewrite: Mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement/Write (something) again so as to alter or improve it	

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
			See P drive for lesson presentations/resources and past papers