

BTEC Computing

BTEC National Computing: Transition Guide

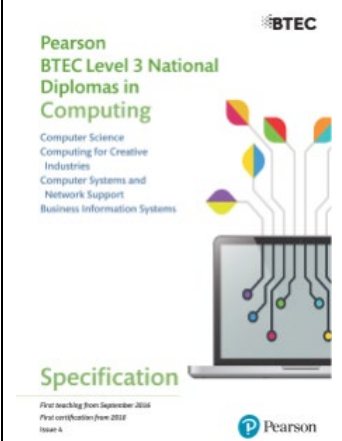
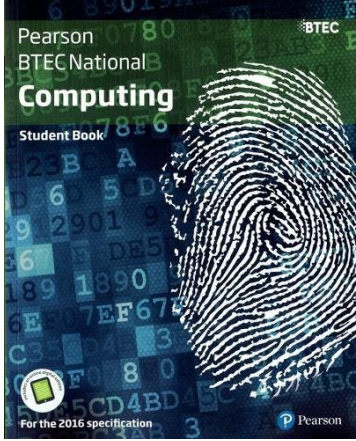
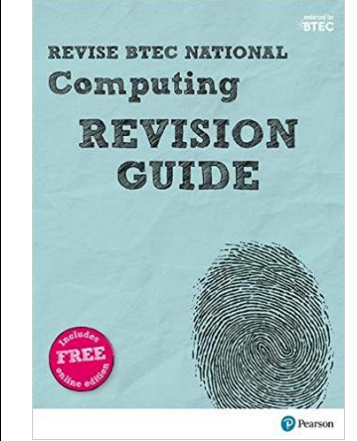
Examination Board: Pearson

BTEC Level 3 National Extended Diploma in Computing is equivalent to 3 A Levels and comprises of 13 units (4 external and 9 internal).

BTEC Level 3 National Extended Diploma in Computing

Pearson BTEC Level 3 National Extended Diploma in Computing	1080 GLH (1435 TQT) Equivalent in size to three A Levels. 13 units of which 7 are mandatory and 4 are external. Mandatory content (67%). External assessment (42%).	This qualification is designed to support learners who are interested in a two-year, full-time course that meets entry requirements for a course in computer-related study at higher education. The qualification enables learners to explore a choice of sector areas, enabling progression to either higher education or employment in the computing sector.
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Resources you will be using in this course:

Specification	Textbook	Revision Books
 <p>Pearson BTEC Level 3 National Diplomas in Computing</p> <p>Computer Science Computing for Creative Industries Computer Systems and Network Support Business Information Systems</p> <p>Specification</p> <p>First teaching from September 2016 First certification from 2017 Issue 4</p> <p>Pearson</p>	 <p>Pearson BTEC National Computing</p> <p>Student Book</p> <p>For the 2016 specification</p> <p>Pearson</p>	 <p>REVISE BTEC NATIONAL Computing REVISION GUIDE</p> <p>Includes FREE online edition</p> <p>Pearson</p>

Year 12:

<u>Units Covered</u>	<u>Assessment</u>
Unit 1 Principles of Computer Science	External
Unit 2- Fundamentals of Computer Systems	External
Unit 3 - Planning and Management of Computer Systems	External
Unit 8 -Business Application of Social 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:

<u>Units Covered</u>	<u>Assessment</u>
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

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

Programming Task Activity 1:

Visit www.w3schools.com/python and work through Python Exercises.

You must cover the following topics:

Python Syntax

Python Variables

Python Numbers

Python Strings

Python Operators

Python Lists

Python Sets

Python Dictionaries

Python If...Else

Python While Loops



Task 2: Programming Exercises:

Register with www.codecademy.com and work through “Programming with Python” tutorial.

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Join the Millions Learning to Code

Get Started For Free

Email

Password

Sign Up

Transition Activity: : Week 2 – (Social Media)

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](#) 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 – (Social Media)

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](#) is fine when you're just starting out.

To prepare yourself, [watch this video](#) 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?