

TEMPORARY SYLLABUS FOR SCHOLASTIC YEAR 2020/21
DUE TO COVID-19 MEASURES



Year 9

**Syllabus
(2019)**

HIGHLIGHTED AREAS HAVE BEEN REMOVED FROM THE SYLLABUS
FOR SY 2020/21

Version 3.0

November 2019

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Attainment Levels

LO	Level 1	Level 2	Level 3
1,2	Identify between different operating systems	Describe where and why different operating systems exist	Choose the best operating system for a given scenario
3	Open the application, edit the video in pieces to make a new video	Add text to a video and make it flow in a storyline	Apply effects to the video and add a music/sound track
4	Open the application, create a text and image website	Create a single webpage with text, images, and an external link to another website	Create a website including a simple menu with three links including a contact page and gallery
5	Participate in the discussion with prompting	Participate in the discussion and mention points regarding the digital crimes related to the discussion	The student must show understanding of the impact of anonymity and the effects on digital crimes
6	Participate in the discussion with prompting	Participate in the discussion autonomously and mention points regarding the types of mechanical enhancement	The student must show understanding of the impact of mechanical enhancement and the ethical dilemma of such decisions

Topics in C3.3

Topic	LO
Operating Systems	1 I can distinguish between various operating systems e.g. Windows™, Ubuntu™ and Android™.
	2 I can identify the main differences in un/installing applications on different Operating System environments, e.g. App Store™, Play Store™, Linux Open Repository™ and Microsoft Store™.
Video Editing	3 Abiding to data protection and copyright laws, I can use free video editing software to perform the following tasks: edit a video clip, add text to the video clip, apply different effects to different parts of the video clip, sync video with audio, export my video using a compression method, export the video in a format appropriate for uploading.
Web Development	4 I can use a WYSIWYG web editor to create a simple website including a home page and at least two linked pages with a navigation menu containing resized images.
Social Media	5 I can discuss the impact of Social Media Tools on digital crimes, e.g. Cyberbullying, Digital Blackmail, Sextortion etc.
Digital Ethics	6 I can ethically consider and discuss Biomechanical Enhancement/Robotic Body Modification.

Unit Name: Growing & Living in a Digital World

Coursework 1: Create a video clip.

Coursework 2: Create a simple website using a WYSIWYG editor.

Operating Systems **VIDEOS ONLY**

1. I can distinguish between various operating systems e.g. Windows™, Ubuntu™ and Android™
2. I can identify the main differences in un/installing applications on different operating system environments, e.g. App Store™, Play Store™, Linux Open Repository™ and Microsoft Store™

Topics to be covered /Skill Set	Sub-topics
Identify between different operating systems	Distinguish between different operating systems
Describe where and why different operating systems exist	Recognise why we use one operating system over another (Video List)
Choose the best operating system for a given scenario	Recognise which operating system suits one's needs (Video List)

Video Editing

3. Abiding to data protection and copyright laws, I can use free video editing software to perform the following tasks: edit a video clip, add text to the video clip, apply different effects to different parts of the video clip, sync video with audio, export my video using a compression method, export the video in a format appropriate for uploading

Topics to be covered /Skill Set	Sub-topics
Open the application, edit the video in pieces to make a new video	Importing movie clips Editing a video Arranging video clips on a timeline Trimming a video clip
Add text to a video and make it flow in a storyline	Drawing a storyboard Adding text to a video (Title, Caption and Credits) Making the video storyline flow
Apply effects to the video and add a music/sound track	Applying video effects Inserting music/sound Exporting the video Exporting the video in a format appropriate for uploading

Web Development

4. I can use a WYSIWYG web editor to create a simple website, including a home page and at least two linked pages with a navigation menu containing resized images

Topics to be covered /Skill Set	Sub-topics
I can recall what HTML stands for	How HTML is used to present information on the WWW (Video) I am aware of different versions of HTML (Video)
I am able to draw a plan for a website	Use pencil and paper to draw three web page layouts
I can create a website with a WYSIWYG editor	Translate the design into a simple web page Create links to other pages in my website Create links to external pages Insert and resize images Change colours to different elements Create a button to achieve a simple function
I know what the role of a Content Management System (CMS) is	(Video List)
I am aware of the most popular types of CMSs used on the web	(Video List)

Social Media

5. I can discuss the impact of Social Media Tools on digital crimes, e.g. Cyberbullying, Digital Blackmail, Sextortion, etc. (See Video List)

Topics to be covered /Skill Set	Sub-topics
The students must participate in the discussion with prompting	Discussion in class
The students must participate in the discussion and mention points regarding the digital crimes related to the discussion	Discuss digital crimes, e.g. cyberbullying, digital blackmail, sextortion
The student must show understanding of the impact of anonymity and the effects on digital crimes	How to protect oneself online Recognise consequences when one is involved in cyberbullying and breaking the law online

Digital Ethics

6. I can ethically consider and discuss Biomechanical Enhancement/Robotic Body Modification

Topics to be covered /Skill Set	Sub-topics
The student must participate in the discussion with prompting	Discussion in class
The student must participate in the discussion autonomously and mention points regarding the types of mechanical enhancement	Discussion regarding the use of biomechanical enhancements and robotic body modifications
The student must show understanding of the impact of mechanical enhancement and the ethical dilemma of such decisions	Understand the ethics behind the use of mechanical enhancement in humans