

Introduction

Welcome to this tutor resource for the Cambridge International Diploma in Information and Communications Technology (ICT) at Standard Level. We hope you will find it useful as you plan your courses and prepare students for assessment.

The Cambridge International Diploma in ICT demands high standards of accuracy from its candidates, who may be working on very different software packages. These two factors have been borne in mind when producing these materials. They can be used by teachers with little or no experience of ICT teaching as well as by more experienced members of staff. Of course, they will need to be adapted and used according to your particular teaching situation and the ability and previous experience of your students. However, whether used merely to spark off teaching ideas or in a more structured way lesson to lesson, there should be something here for anyone delivering an ICT-based course.

Planning your course

As a guideline, the Core Module at Standard Level is designed to take around 40 learning hours, with each Optional Module taking around 12 learning hours. This assumes that students starting the course have at best a little knowledge and experience of ICT, but are now seeking to develop a firm foundation of basic competencies in ICT, and to gain a broad, practical introduction to work-related ICT skills. This amount of time could vary considerably, depending on students' prior experience.

Students often progress at different rates, so that flexibility in balancing whole group and one-to-one teaching during the course, and in deciding when to enter students for assessment, may well be required. The on-demand assessment scheme for the Diploma has been designed to accommodate such flexibility, and to enable tutors to fit assessment with learning in the most effective manner.

Various structures for courses in Standard Level ICT education and training have proven to be successful, e.g. short intensive programmes, tutorials spread over a period of weeks or months, on-the-job training. The Diploma has been designed so that it fits any course structure, provided that the course leads to the performance outcomes specified in the syllabus. You are encouraged to design the course structure and content which best matches the needs of the particular types of student involved and their local context, and to identify and design activities which your students will find relevant. At Standard Level, students generally tend to be looking to be taught a defined set of knowledge and skills, so that, at least initially, there needs to be a significant amount of whole-class teaching.

It is usually beneficial to vary the approach and the methods used. Although the majority of time will be spent on the computer in the practice of the specified skill areas, it is also necessary to include other teaching techniques to encourage learning. This may include more informal delivery, workshops, brainstorming sessions, and student data gathering.

What this resource contains

- a summary of what is assessed in the module
- a quick reference to what you need to start the module
- a summary of the underpinning knowledge
- a scheme of work that demonstrates how to deliver a module over a series of lessons, covering all the Assessment Objectives of the syllabus
- suggested activities that can be used as part of the scheme of work or independently

In addition, there is a plan of how to deliver the whole International Diploma in ICT (Core + three optional modules) during a typical academic year. This plan can easily be adapted for use over a different time period.

Course Programme for Cambridge International Diploma in ICT at Standard Level
Time: 2.5 hours per week (Total 80 -100 hours)

Week No	Programme	Each optional module listed will fit into the vacant slots for Option 1, 2 or 3 (12 – 15 hours per module)
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1	Course Introduction and Session Plan 1 (Core module)
2	Session Plan 2
3	Session Plan 3
4	Session Plan 4
5	Session Plan 5
6	Session Plan 6
7	Session Plan 7
8	Session Plan 8
9	Session Plan 9
10	Session Plan 10
11	Session Plan 11
12	Session Plan 12
13	Session Plan 13
14	Practice Test
15	Practice Test Debrief
16	Core Assessment

17	Option 1 Delivery
18	Option 1 Delivery
19	Option 1 Delivery
20	Option 1 Delivery
21	Delivery/Practice Test
22	Practice Test Debrief
23	Option 1 Assessment

24	Option 2 Delivery
25	Option 2 Delivery
26	Option 2 Delivery
27	Option 2 Delivery
28	Delivery/Practice Test
29	Practice Test Debrief
30	Option 2 Assessment

31	Option 3 Delivery
32	Option 3 Delivery
33	Option 3 Delivery
34	Option 3 Delivery
35	Delivery/Practice Test
36	Practice Test Debrief
37	Option 3 Assessment

Data Analysis
Session Plan 1
Session Plan 2
Session Plan 3
Session Plan 4
Session Plan 5 Specimen Paper
Session Plan 6 Practice Test Debrief
Data Analysis Assessment

Business Charts
Session Plan 1
Session Plan 2
Session Plan 3
Session Plan 4
Session Plan 5 Specimen Paper
Session Plan 6 Practice Test Debrief
Business Charts Assessment

Presentation Authoring
Session Plan 1
Session Plan 2
Session Plan 3
Session Plan 4
Session Plan 5 Specimen Paper
Session Plan 6 Practice Test Debrief
Presentation Authoring Assessment

Computer Aided Design
Session Plan 1
Session Plan 2
Session Plan 3
Session Plan 4
Session Plan 5 Specimen Paper
Session Plan 6 Practice Test Debrief
Computer Aided Design Assessment

Website Authoring
Session Plan 1
Session Plan 2
Session Plan 3
Session Plan 4
Session Plan 5 Specimen Paper
Session Plan 6 Practice Test Debrief
Website Authoring Assessment