



Computing

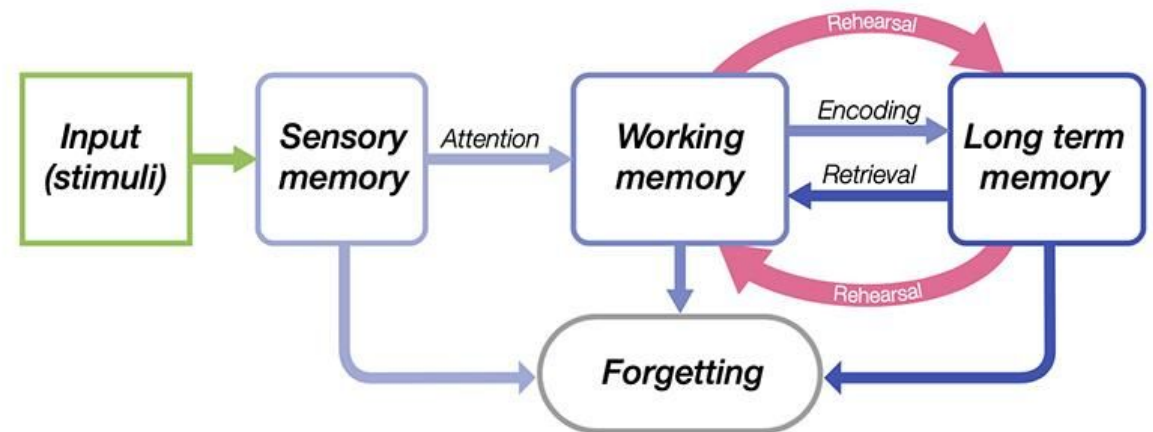
COMING UP...

WHAT?

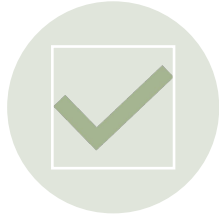
We are going to be looking at some basic skills and knowledge, that you will definitely need to consistently use during your two year course.

WHY?

When learning new information and skills, we use a part of brain called 'working memory.' Unless you keep using the new skill or knowledge, it will be forgotten as it goes out of your working memory. To learn and develop skills you must have previous knowledge. Knowledge frees up space in our working memory. This allows us to practice skills such as problem solving.



ABOUT YOUR COURSE



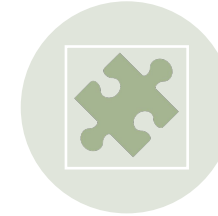
FINAL GRADING



AS WITH ALL BTECS, YOU WILL BE AWARDED A GRADE. P IS THE LOWEST GRADE AND D* IS THE HIGHEST.



IF YOU FAIL TO GAIN ENOUGH MARKS FOR A 'P', YOU WILL BE AWARDED A 'U'.

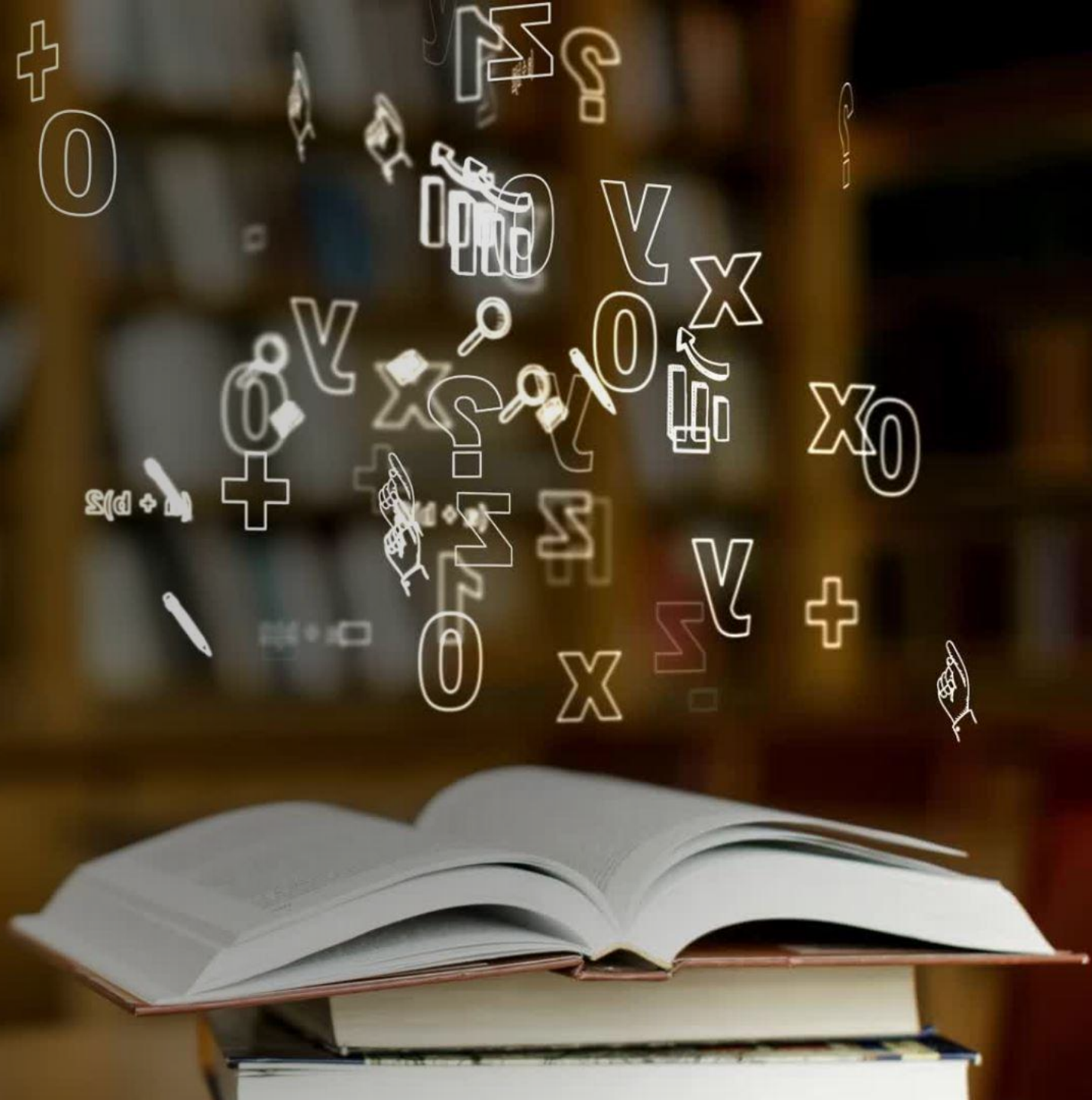


THIS GRADE WILL COME FROM TWO PIECES OF COURSEWORK AND TWO EXAMS.

U

D*

Are you
study
ready?



BE ORGANISED

When you are studying a Level 3 course, you will be expected to work more independently, than you did when you were at school.

This might mean you may need to be more organised, than perhaps you have been in the past.

BE STUDY
READY..

YOUR TASK

Come up with a list of how you can be more organised as a level 3 student.

E.g. 'Set alarms'.

BE STUDY
READY..

BE ORGANISED BY:

Keeping on top of your folders (Physical and Google)

Use alarms

Use reminders

Use to do lists (however that might look!)

Organise your journey - know bus, tram and train times. Don't rely on the one that will get you here 'just in time'

Dedicate a tidy space at home for your studies

Organise your time

Prioritise

Plan

Ask for help if you need it.

ADD THESE TO YOUR LISTS

BE STUDY
READY..

STUDYING OUTSIDE OF COLLEGE

A Levels and Level 3 BTECs demand that you study in
AND out of college.

This means that you will need to use some of your time
when you are not in lessons to support your studies.

**THERE IS A CLEAR CORRELATION BETWEEN EXTRA STUDY
AND THE ACHIEVEMENT OF HIGHER GRADES!**

A close-up photograph of a hand holding a yellow pencil, pointing it at a musical score on a sheet of paper. The pencil is positioned over a staff line. The text "Take Note" is overlaid on the left side of the image in a white, sans-serif font. The background is softly blurred, showing more of the musical score and the hand holding the pencil.

Take Note



WHAT?

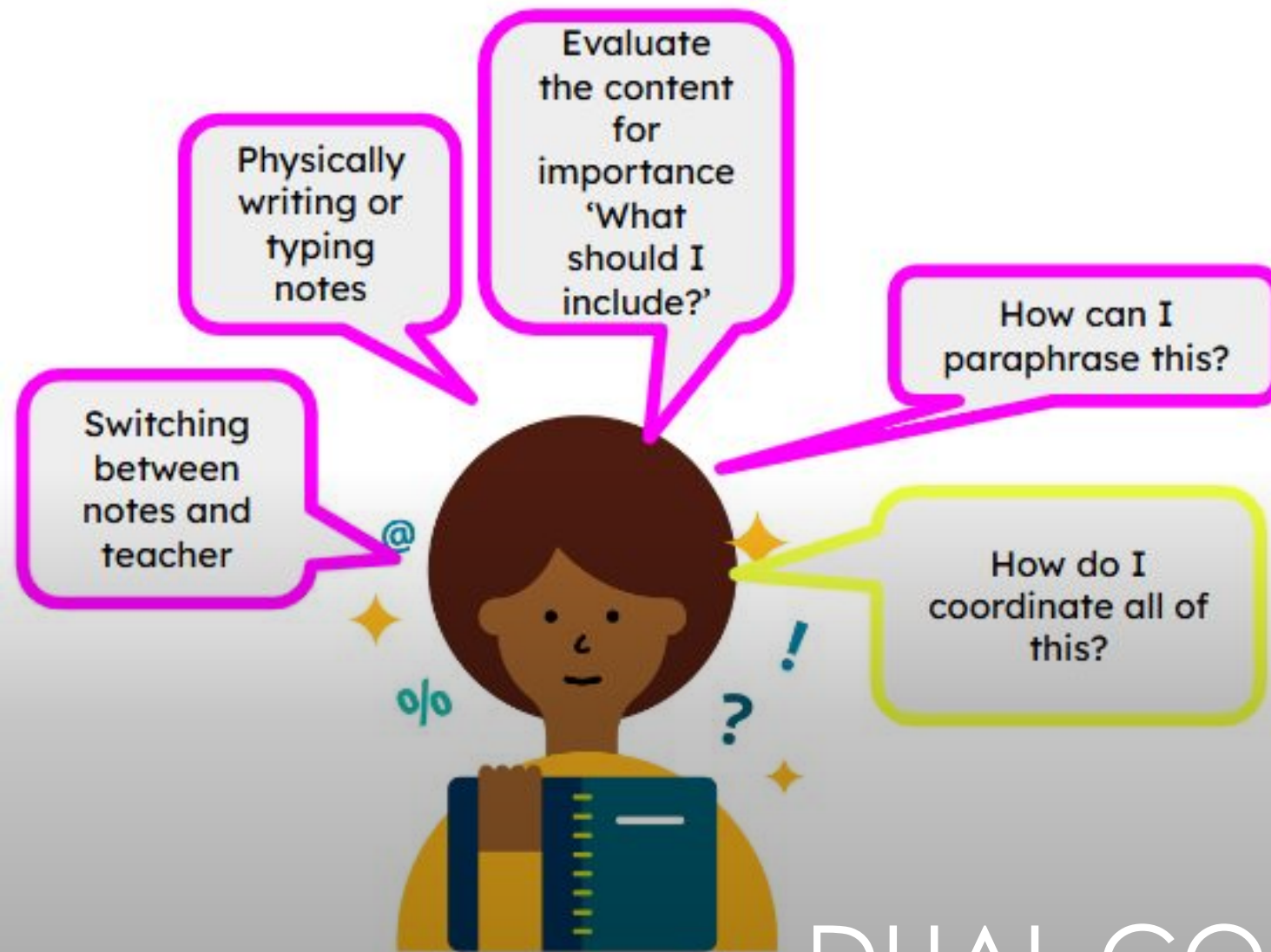
We are going to look at efficient and effective note taking.

WHY?

Part of any Level 3 course is being able to take notes effectively and efficiently.

This is a skill that may not necessarily have been taught in school.

ACTIVE (RATHER THAN PASSIVE NOTE TAKING):



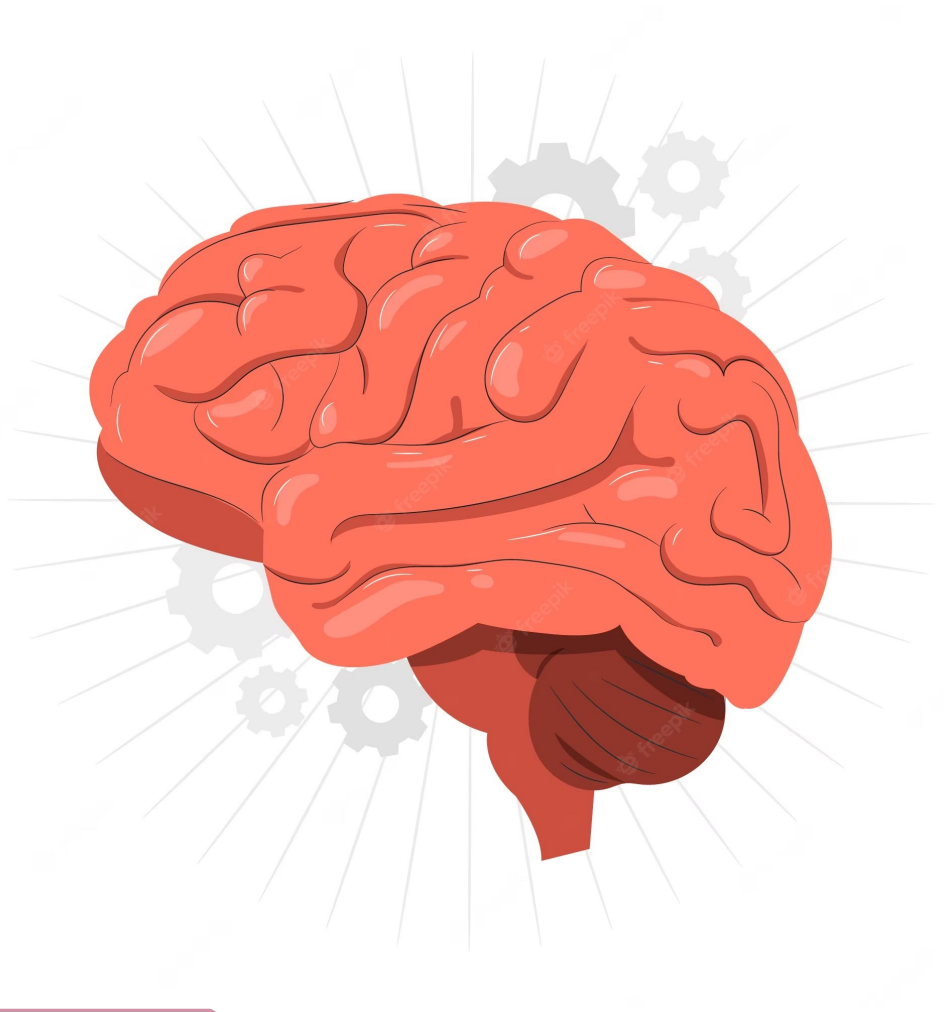
How much is enough?
How much is not enough?
How much is too much?

Sometimes writing more can result in understanding less?

What is the level of complexity of understanding with what you are trying to write?

DUAL CODING

Duel Coding



**ACTIVE (RATHER THAN
PASSIVE NOTE TAKING):**



Your brain will devote more and more attention to writing quickly in a desperate bid to keep up with the speaker, little attention will be left for the understanding.



Outsmarting your brain by being strategic about balancing your attention to understanding.



What are you going to focus on? This might need to be done in advance

Duel Coding

LOOK AT THIS INFORMATION AND ANSWER THE QUESTIONS:

Who is the highest ranking person on the Modern Europe Project?

Which department has the most people on the Modern Europe project?

Which people are not involved with the Modern Europe project?

Jenny is head of the Humanities faculty. Fatima is the head of the History department. Tom, Joe and Sue work for Fatima. Harry is the head of the Geography department. Jo, Chaz and Tarnia report to Harry. Sue, Jo, Chaz and Harry are working together on the joint Modern Europe Project.

Dual Coding

WOULD THIS BE EASIER?

Who is the highest ranking person on the Modern Europe Project?

Which department has the most people on the Modern Europe project?

Which people are not involved with the Modern Europe project?

Who is the highest ranking person on the Modern Europe Project?

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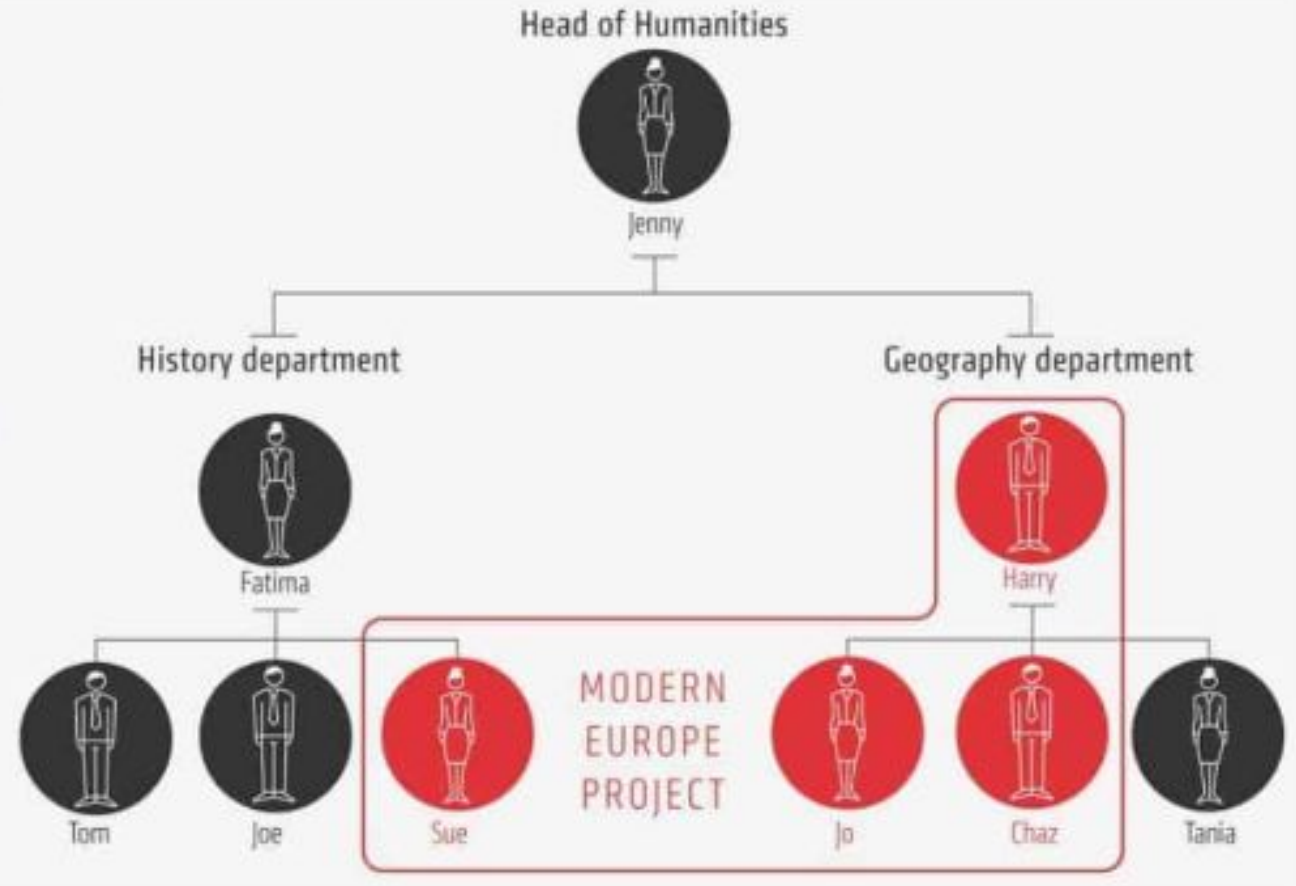


Image taken from "Dual Coding with Teachers" by Oliver Caviglioli

Dual Coding

WHAT YOU HAVE JUST SEEN WAS DUAL CODING

Put simply, this is combining words and visuals such as pictures, diagrams, graphic organizers, and so on.

You (and your teachers!) probably use this all time and you haven't realised it is Dual Coding.

It isn't appropriate all the time, but might be more efficient when take notes about lots of information.

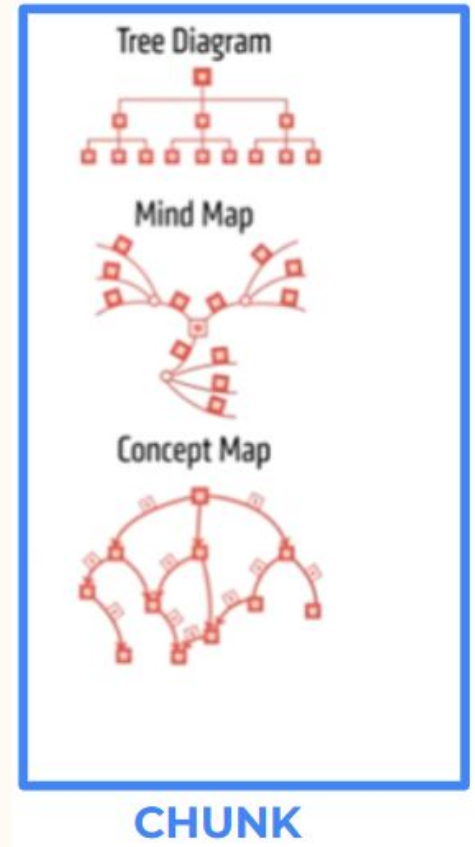
There are different methods of dual coding, that can be used for different types of information....

Dual Coding

TYPES OF DUAL CODING

When you need to get lots of interconnecting ideas down about one particular subject.

E.g. What is Computer virus?

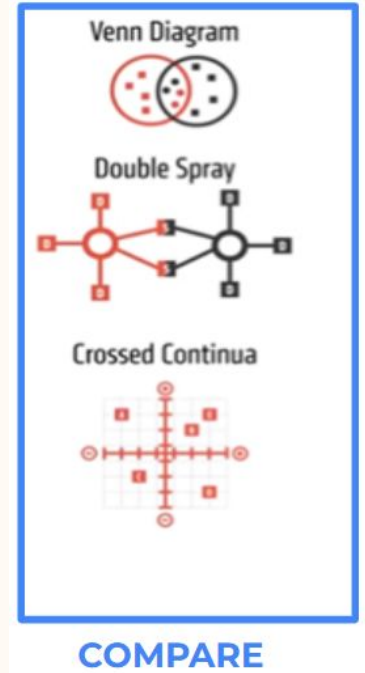


Dual Coding

TYPES OF DUAL CODING

Would be used when comparing and contrasting the differences (and similarities of two entities)

E.g. London and Manchester as large cities.

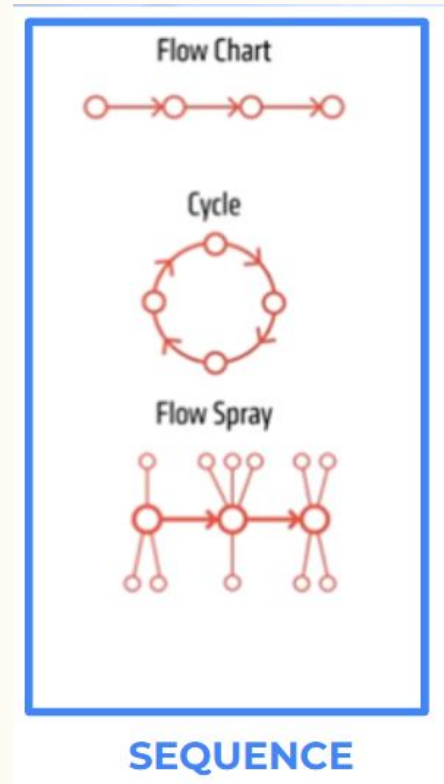


Dual Coding

TYPES OF DUAL CODING

Useful for describing the sequence of events.

E.g. **Timeline** of cost of living crisis over time.

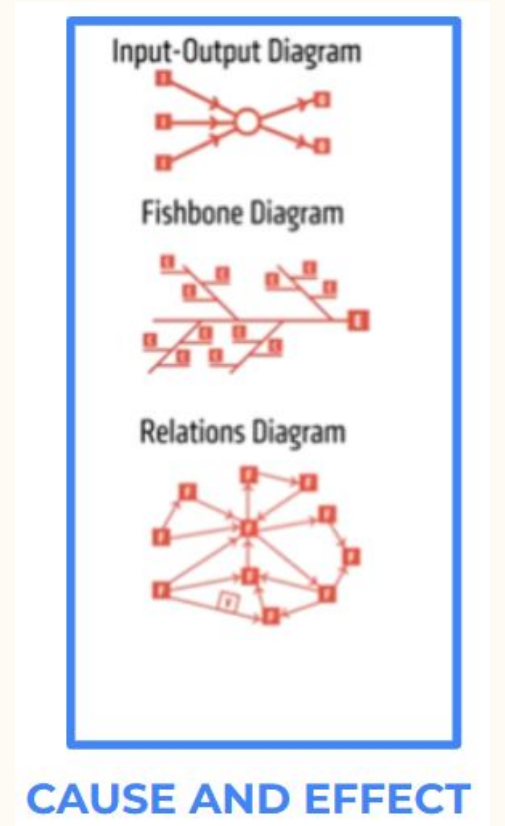


Dual Coding

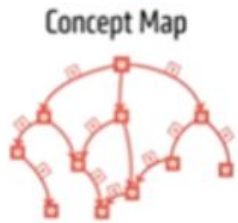
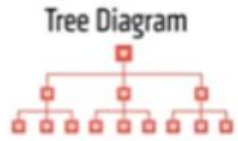
TYPES OF DUAL CODING

Useful for essay questions where you are required to explain the cause of a particular event and the effect that the event has had on people.

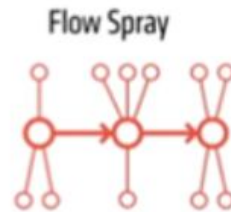
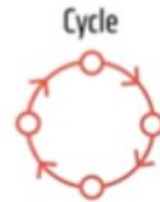
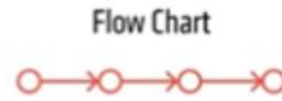
E.g. **Explain** what causes computer viruses and what it can do to small businesses?



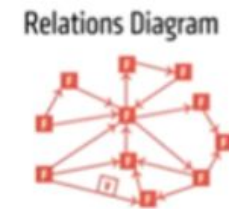
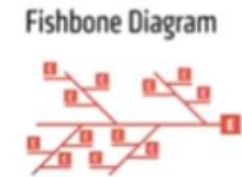
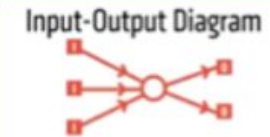
Duel Coding



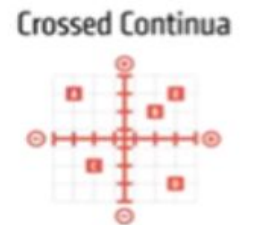
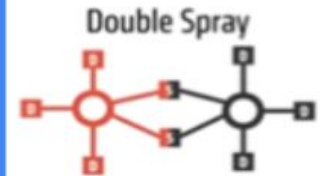
CHUNK



SEQUENCE

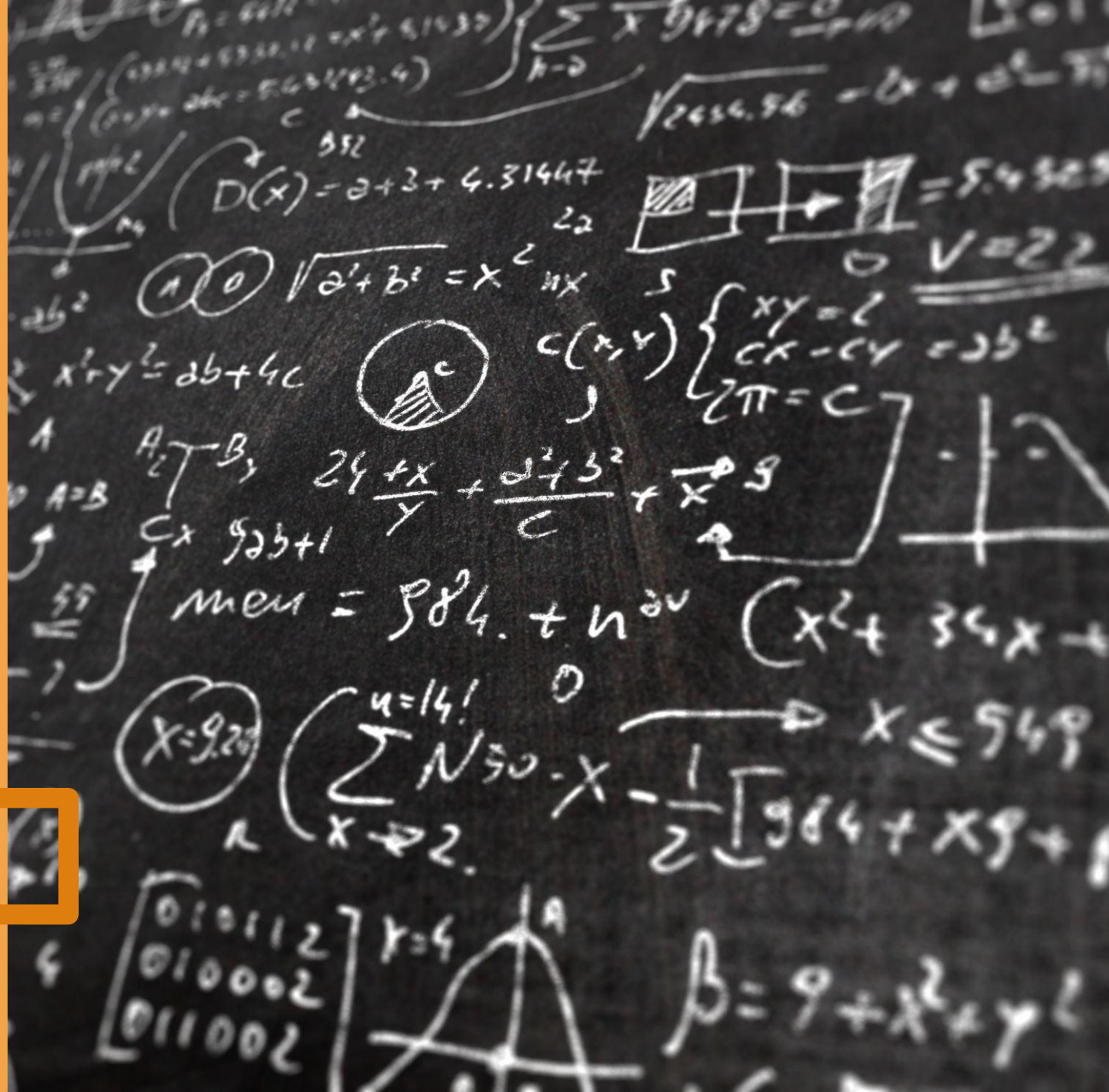


CAUSE AND EFFECT



COMPARE

COMMAND VERBS





WHAT?

A command verb is a word which helps learners recognise how they need to answer each question of your assignment and it will be the first word of each question (for your assignments or on your exams)

WHY?

It is crucial that, when you are doing assignments and exams, you are clear on what is being asked of you. For example, there is a big difference between being asked to 'explain' and being asked to 'evaluate'.



COMMAND VERBS

COMMON COMMAND VERBS:

Explain

Calculate

Analyse

Describe

Assesses

Justify

Evaluate



EXPLAIN

EXPLAIN MEANS

You will produce work that shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). You are able to show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.

One issue is, This is because, This leads to, Therefore, Evidence of this is....



ANALYSE

ANALYSE MEANS

You will present the outcome of methodical and detailed examination either:

- breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or
- of information or data to interpret and study key trends and interrelationships.

Analysis can be through activity, practice, written or verbal presentation.

One issue is, This is because, This leads to, Therefore, Evidence of this is, This shows us that, This links to, The trend here is....



EVALUATE

EVALUATE MEANS

Learners' work draws on varied information, themes or concepts to consider aspects, such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in the form of **conclusion**. Evidence will often be written but could be through presentation or activity.

A benefit is, A disadvantage is, However, It depends on, In the short/long term, Most important is, Alternatively, A recommendation is....



EVALUATE

YOUR TASK

Analyse one reason why A.I. is being used more in a number of industries and how it is changing them.