

# CiDA

Pearson Edexcel Level 2 Certificate  
in Digital Applications

## CiDA Potential Delivery Approaches

**Inspiring. Creative.**  
**Contemporary.**

# Pearson Edexcel Level 2 Certificate in Digital Applications

## Potential Delivery Approaches

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## Introduction

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This document contains alternative delivery options for CiDA (with a Course Planner for each option). It should be read in conjunction with:

- the CiDA specification
- past papers
- Examiners' reports
- Getting Started guide
- Administrative guide – instructions for the conduct of examinations.

The above documents can be found here:

<http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/cida-2012.html>

### The structure of CiDA

The Certificate in Digital Applications (CiDA) is a Level 2 vocational qualification equivalent to a single GCSE, with 120 Guided Learning Hours (GLH) and a Total Qualification Time of 133 hours<sup>1</sup>. It comprises the following units:

Unit	Mandatory Unit – students must complete this unit	%	GLH
1	Developing Web Products	25	30
Units	Optional Units – students must complete one of these three units		
2	Creative Multimedia	75	90
3	Artwork and Imaging	75	90
4	Game Making	75	90

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<sup>1</sup> See [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/597612/total-qualification-time-criteria.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/597612/total-qualification-time-criteria.pdf) for full information on the definitions of GLH and TQT.

Assessments take place in the January and June series. Unit 1, the mandatory unit, is externally assessed by a practical examination. There is a 5-day window during which the examination for Unit 1 can be taken (please check examination timetables for dates). Units 2, 3 and 4 are internally assessed and externally moderated. There is no restriction on how many times units can be retaken.

## Unit 1 Examination

There is a practical examination lasting 2 hours and 30 minutes. It is **not** an online examination; it is an examination paper with a brief that students use to develop a web product at the computer. A folder of assets is available a week before the examination which contains all the resources (e.g. images, files) which will be utilised during the examination. Full details on the conduct of the examination can be found in the Administrative Support Guide (Instructions for the Conduct of the Examination).

## Delivering Unit 1 – Overview

The examination is not a theory test; rather, it assesses the capability of students to develop a web product. However, there is subject content which has to be delivered to enable students to do this and complete the examination. Unit 1 is 25% of the total qualification, giving 30 GLH in which to deliver the content, and is synoptic.

In Units 2 and 3 the submission is an e-portfolio, and in all the optional units there is a requirement to create a file detailing 'assets'.

## Unit 1 Subject Content

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There are 10 sub-topics in Unit 1. These are:

- 1.1 Audience and purpose
- 1.2 Client briefs and the project lifecycle
- 1.3 Site structure
- 1.4 Consistency
- 1.5 Composition and page design
- 1.6 Accessibility
- 1.7 Content selection and preparation
- 1.8 Coding
- 1.9 Testing
- 1.10 Evaluation

All of the above content needs to be delivered. It includes lists of specific practical content to assist teachers in delivering the necessary practical elements.

This content is included in the Scheme of Work.

## Delivery models – options

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### Overview

There are three options for delivery proposed in this document:

1. Deliver and assess in summer term, Year 10
2. Deliver and assess in autumn term, Year 11
3. Deliver and assess in summer term, Year 11

The Course Planners for these delivery options state when the 30 lessons of the Scheme of Work are followed.

These delivery options are suggestions only – Centres are of course able to use any approach for delivery that suits their requirements.

### Teaching time assumptions

These options assume:

- there are two timetabled lessons each week
- a lesson time of 1 hour (with a further assumption that this includes time to enter the classroom, register, finish the lesson, etc.)
- 10 weeks of teaching each term (to allow for Inset time, bank holidays, additional centre activities, etc.)
- students complete Year 11 teaching at half term of the summer term
- the 5-day windows are in the second week in January and the second week in May (check examination timetables for exact dates); thus approximately 3 weeks only are available for teaching in the summer term
- the submission date for the optional units is 15 May, so time has been allowed in advance of this for the coursework to be marked and moderated, and for the marks to be submitted to meet that deadline.

## Option table Guidelines

The lesson numbers in the delivery options tables below are cross-referenced to the lessons in the Unit 1 Scheme of Work and both documents should be utilised when delivering the course. So, Lesson 1 in Option 1 starts at the beginning of the autumn term in Year 10 (and runs alongside the chosen optional unit), but Lesson 1 in Option 2 starts half-way through the summer term of Year 10.

## Option 1: Deliver and assess in summer term, Year 10

### Overview Course Planner

	Year 10			Year 11		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Unit 1 SoW lessons	1-13	14-28	29-30			
Optional unit						

### Pros of Option 1

- Begin with underpinning knowledge and understanding for the chosen Optional Unit as well as Unit 1. Complete Unit 1 in the summer term and sit the exam in the summer series. There are 2 opportunities to resit Unit 1 in Year 11.
- The longer elapsed time available to teach and learn Unit 1 may enable students to consolidate their learning.
- Teaching and learning the optional unit at the same time as Unit 1 in Year 10 gives more variety in lessons.
- Web practical activities learned in Unit 1 in Year 10 give students the skills to complete and submit the e-portfolio (Units 2 and 3) in the summer term of Year 11.

### Cons of Option 1

- The optional unit extends over the full two years of the qualification; students may lose interest.
- A single lesson for each unit, each week, in Year 10 might limit consolidation of skills.
- There is a cost to resit.

## Option 2: Deliver and assess in autumn term, Year 11

### Overview Course Planner

	Year 10				Year 11		
	Autumn	Spring	Summer		Autumn	Spring	Summer
Unit 1 SoW lessons				1-6	7-30		
Optional unit							

### Pros of Option 2

- Initial learning for Unit 1 starts in the summer term of Year 10, which can then be refreshed and consolidated in the autumn term of Year 11.
- The main work for the optional unit takes place in Year 10. Web practical activities are then learned in Unit 1, giving students the skills to complete and submit the e-portfolio (Units 2 and 3) in the summer term of Year 11.
- There is an opportunity to resit Unit 1 in the summer of Year 11, since teachers will then be aware of the potential for students to gain marks in the optional unit.

### Cons of Option 2

- There is a break in the teaching and learning for the optional unit.
- Students may forget what they have learned for both units in the summer break between Year 10 and Year 11.
- There is no opportunity to resit the optional unit.

### Option 3: Deliver and assess in summer term, Year 11

#### Overview Course Planner

	Year 10			Year 11		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Unit 1 SoW lessons			1-6	7-16	17-27	28-30
Optional unit						

#### Pros of Option 3

- Most of the optional unit is completed in Year 10.
- The last weeks of Year 10 introduce Unit 1, bridging the move from Year 10 to Year 11.
- Students will learn the skills required to submit their e-portfolio (Units 2 and 3) at the same time that they complete the creative work for these units.
- This is a linear approach, in line with the majority of GCSE qualifications.
- No resit costs.

#### Cons of Option 3

- There are no opportunities to resit any units.
- Working on Unit 1 and the optional unit at the same time in Year 11 might limit consolidation of skills.
- Students may lose interest in the optional unit over the two years.