OCR GCSE ICT to Pearson Certificate in Digital Applications (CiDA) Mapping Document

Introduction

If you are thinking of switching from OCR GCSE ICT to the Pearson Edexcel Certificate in Digital Applications (CiDA) specification, this document is an easy reference guide to help you identify key comparisons and differences between the specifications. Where there is no direct overlap of content between the OCR specification and the CiDA specification, this content has not been included.

The Pearson Edexcel CiDA specification aims to:

- equip young people with the knowledge, understanding and skills they need to design and make effective digital products for others to use.
- enable young people to use digital tools as a means of expression to inform, persuade and entertain.
- foster young people's creativity and develop their independent learning skills.
- challenge young people to reflect on what they produce and strive for excellence.
- increase young people's awareness of their responsibilities in the digital world and their respect for other people's rights.
- equip young people with professional, real-world skills in planning, project management and communication.
- give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

Specification map: from 2012 OCR GCSE Information & Communication Technology (ICT) (J461) to CiDA

2012 OCR GCSE (J461)		CiDA Unit 1	CiDA Unit 2	CiDA Unit 3	CiDA Unit 4
Unit B061: ICT in today's world					
2.2.1 ICT Systems	Software: Applications software	Students need an understanding of web authoring software and graphic manipulation			
	The different file types used to support software	Statement 1.7 relates to the preparation of file formats	Statements 2.4 and 2.8 relate to the preparation of file formats	Statements 3.5–3.10 relate to the preparation of file formats	Statement 4.3 relates to the preparation of file formats
2.1.6 Legal, social, ethical and environmental issues with using ICT	The potential health problems related to the prolonged use of ICT systems	It is best practice to implement health and safety procedures when using ICT	Statement 2.9, standard ways of working, is concerned with working safely	Statement 3.11, standard ways of working, is concerned with working safely	Statement 4.6, standard ways of working, is concerned with working safely
	How ICT systems can affect the quality of life experienced by persons with disabilities	Statement 1.6 is related to accessibility			
	A range of safety issues related to using computers and measures needed for prevention of accidents	It is best practice to implement health and safety procedures when using ICT	Statement 2.9, standard ways of working, is concerned with working safely	Statement 3.11, standard ways of working, is concerned with working safely	Statement 4.6, standard ways of working, is concerned with working safely

2.2.1 Investigating a need	Research a given context documenting sources of information	Statement 1.1 requires students to identify a clear purpose of the web product, identifying the target audience	Statement 2.2 relates to understanding the given project brief and the requirements of the audience	Statement 2.1 is concerned with investigating artwork and images; Statement 3.2, designing artwork and images, requires students to carefully plan their products to meet their intended objectives	Statement 4.1 is concerned with investigating computer games created by others, paying attention to style, platform and PEGI rating
	Analyse systematically the information requirements to solve ICT problems	Statement 1.2 requires students to understand the client brief and touches on the product life cycle. It also notes the use of design tools such as site structure, composition and page design; Statement 1.2 relates to designing the overall structure for the web product	Statement 2.2 relates to students learning to create Storyboards, Timeline Storyboards, Structure Charts and Flowcharts	Students will create appropriate design work to meet the intended objectives	
	Think creatively, logically and critically throughout the development process				
	Find and select appropriate data and information that is fit for purpose, relevant and accurate				
	Work effectively with others to gain and share knowledge	Statement 1.2 touches upon testing when creating a product	Statement 2.1 requires students to make use of feedback	Statement 3.2 requires students to make use of feedback	Statement 4.2 allows students to gain feedback and be flexible to make changes
	Produce a design brief		Statement 2.2 requires students to have an	Statement 3.1 relates to identifying, for example, the	Statement 4.2 relates to students creating mood boards that can be

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			understanding of the project brief	audience, visual impact and nature of the message	used to include information about purpose, the audience, rating and platform
2.2.2 Practical use of software tools to produce a working solution	Produce a fully working solution to a chosen set task	Statement 1.7 relates to content selection and preparation; Statement 1.4 relates to the consistency of pages, structure and appearance; Statement 1.5 relates to composition and page layout for a web based product	Statement 2.3 relates to collecting and creating digital assets; Statement 2.4 relates to the use of a range of software enabling students to create multimedia products; Statement 2.8 relates to presenting multimedia products in an eportfolio	Statement 3.3 requires students to work with two image types; Statement 3.4 relates to developing artwork and images; Statement 3.10 relates to exhibiting work in an eportfolio. Students will create an interactive eportfolio and consider content, organisation, packaging and accessibility	Statement 4.3 relates to developing the game. Students will collect and prepare digital assets for the game
	Integrate software tools and techniques	Each unit allows students to make choices on using various software tools and techniques to meet requirements			
	Apply a wide range of software tools	Each unit allows students to make choices on using various software tools and techniques to meet requirements			
	Understand and adopt safe, secure and responsible working practices	This is good practice, but not formally assessed	Statement 2.9, standard ways of working, requires students to have a personal effectiveness approach	Statement 3.11, standard ways of working, requires students to have a personal effectiveness approach	Statement 4.6 relates to using ICT efficiently and safely

2.2.4 Present their solution	Use a range of ICT tools and media to communicate dates and information effectively	Students are required to present a web product; there is some content overlap with 2.2.2	Statement 2.8 relates to presenting multimedia products in an eportfolio	Statement 3.10 relates to exhibiting work in an eportfolio	Students are required to create a game. There is some content overlap with 2.2.2
2.2.5 Evaluation	Evaluate their own and others' contribution to groups work Test their own solution Create and review their own ICT-based solution Review and modify work as it progresses to improve the quality Evaluate and amend their own solutions to a set problem Identify strengths and weaknesses of an ICT system Identify areas to improve and recommend, and justify appropriate changes Present their evaluation in a clear, organised structure Use specialist terms correctly and appropriately	Statement 1.9 relates to systematic functionality testing to ensure that the web product works as intended. Students will also carry out usability testing to ensure the effectiveness of the product; Statement 1.10 relates to reflecting upon the success of the web product and to what extent it meets the needs of the audience, purpose and client requirements, and identifying possible enhancements	Statement 2.5 relates to prototyping and testing. Students will learn about the importance of testing, what testing involves and how to use this feedback; Statement 2.4 is related to showcasing the multimedia product in an eportfolio. This must be thoroughly tested to ensure it functions properly; Statement 2.7 relates to product review. Students will evaluate the product on how well it works and how easy it is to use	Statement 3.4 relates to developing artwork. Students will refine their work to make sure it is fit for purpose; Statement 3.10 relates to the testing of the eportfolio to ensure it functions correctly. Students will get others to test it and make use of appropriate feedback; Statement 3.9 relates to product review. Students will evaluate the product to see how it meets requirements, consider feedback from end reviewers and make suggestions for improvement	Statement 4.3 requires students to get feedback during the development of the game; Statement 4.5 relates to reviewing the game, identifying strengths and weaknesses

2.3.9 Managing data/keeping data safe	Appropriate methods that could be used to make backups and archives	It is best practice for students to apply this in the context they are working within	Statement 2.9, standard ways of working, relates to file management and working safely	Statement 3.11, standard ways of working, relates to file management and working safely	Statement 4.6, standard ways of working, relates to file management and working safely
	Appropriate secure and safe practices that could be used				
	Appropriate user security methods and devices that could be used				
	The procedures that could be used to minimise the risks of security breaches				