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# WJEC (Eduqas) GCSE ICT to Pearson Certificate in Digital Applications (CiDA) Mapping Document

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## Introduction

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If you are thinking of switching from WJEC (Eduqas) 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 WJEC (Eduqas) 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 WJEC (Eduqas) GCSE Information & Communication Technology (ICT) (4330) to CiDA

2012 WJEC GCSE ICT (4330)		CiDA Unit 1	CiDA Unit 2	CiDA Unit 3	CiDA Unit 4
<b>ICT and learning</b>	Understand the desktop environment	It is best practice that students understand how to manage features. They will not be formally tested on this	Statement 2.9 relates to the practical application of personal effectiveness and working safely	Statement 3.9 is concerned with the practical application of personal effectiveness and working safely	Statement 4.6 is concerned with the practical application of personal effectiveness and working safely
	Understand how to manage the desktop environment including features such as: adjust window size ...move, copy, delete, rename files				
<b>Web presentation software</b>	Understand the appropriate use of good practice in designing web and slide presentations including: sequencing instructions, animations, transition	Statements 1.1–1.7 relate to the appropriate use and good practice of web software.	Statements 2.1–2.4 relate to the appropriate tools, techniques and methods to create products that meet the requirements of the project brief		
	Describe the advantages and disadvantages of data compression techniques for images, movies, sound, pages and slides	Students are required to select appropriate file formats for their products and content	Statement 2.3 relates to collecting and creating digital assets. Students will need to consider, for example, file types and compression		
<b>Web software</b>	Understand browser software, url,	Students are assessed on the application of tools			

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	keywords searches, links, menus	and how they have met the requirements of the brief			
	Analyse existing web pages	Although not formally assessed, students may look at various products			
	Make comparisons on house style, audience, size and techniques used	Statement 1.4 relates to consistency in terms of structure and appearance of the product; Statement 1.5 relates to composition and page design	Statement 2.1, investigating multimedia products, has some overlap. In this unit students are required to look at a variety of multimedia products		
	Use interactive features such as online forms, email, games, quizzes and questionnaires	Statement 1.7 relates to content and selection. Students will select appropriate content to meet the brief	Statement 2.3 relates to collecting and creating digital assets		
	Understand and use: master pages/templates, home page, site navigation, golden triangle, hyperlinks, graphical hyperlinks/hotspots/roll over buttons and polygon links, bookmarks/anchors, navigation bars, leader	Statement 1.7 relates to content and selection. Students will select appropriate content to meet the brief	Statement 2.3 relates to collecting and creating digital assets. Statement 2.8 relates to presenting the multimedia product in an eportfolio. Students will use appropriate tools and techniques to create products that		

	boards, banners, web icons, html		meet the requirements of the brief		
	Discuss issues with hosting of websites and factors affecting uploading time	Statement 1.7 relates to content selection. Students will select appropriate content to meet the brief. Students will prepare and optimise pages			
	Describe the advantages and disadvantages of the use of web pages and the different features used on them, including RGB colours, and decimal and hexadecimal code used for colour	Students will apply this understanding to the brief. Statement 1.8 relates to coding and students may use html to edit code and have an understanding of the use of hexadecimal colour codes/RGB values			
	Understand and use design templates, animation, transitions and timings, video and sound, navigation bookmarks, hyperlinks, hotspots, narration and speaker notes, printing formats		Statement 2.3 relates to collecting and creating digital assets; Statement 2.8 relates to presenting the multimedia product in an eportfolio. Students will use appropriate tools and techniques to		

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			create products that meet the requirements of the brief		
	Discuss issues with hosting of websites and factors affecting uploading times	Statement 1.7 relates to content and selection. Students will select appropriate content to meet the brief. Students will prepare and optimise pages			
	Describe the advantages and disadvantages of the use of webpages and the different features used on them, including RGB colours, and decimal and hexadecimal code used for colour	Students will apply this understanding to the brief. Statement 1.8 relates to coding and students may use html to edit code and have an understanding of the use of hexadecimal colour codes/RGB values			
<b>Presentation software</b>	Understand and use design templates, animation, transitions and timings, video and sound, navigation bookmarks, hyperlinks, hotspots, narration and speaker notes, printing formats		Statement 2.3 relates to collecting and creating digital assets; Statement 2.8 relates to presenting the multimedia product in an eportfolio. Students will use appropriate tools		

			and techniques to create products that meet the requirements of the brief		
	Understand the requirements of multimedia systems in terms of hardware: screen size and resolution, input devices ..., features of digital still and video cameras ..., midi and other specialist input or output devices		Students will select equipment that will aid them to create appropriate digital assets for the project brief.		
	Understand and make use of internal memory and backing store, Software ..., Interactive components ...		Statement 2.3 relates to collecting and creating digital assets; Statement 2.8 relates to presenting the multimedia product in an eportfolio. Students will use appropriate tools and techniques to create products that meet the requirements of the brief		
<b>Digital imaging</b>	Vector and bit map graphics			Statements 3.1 and 3.2 require students to investigate artwork and images	

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				and how they are used in care planning and design	
	Understand vector and bit map graphical techniques ..., pixel dimensions ..., screen resolution and memory requirements	Statement 1.7 relates to content and selection. Students will create digital assets to meet the client brief. Students need to consider the quality of the content so that it improves the user experience	Statement 2.3 relates to collecting and creating digital assets; Statement 2.8 relates to presenting the multimedia product in an eportfolio. Students will use appropriate tools and techniques to create products that meet the requirements of the brief		Statement 4.3 relates to developing the game. Students will create digital assets for the game
	Understand vector and bit map graphical techniques ..., pixel dimensions ..., screen resolution and memory requirements	Statement 1.7 relates to content and selection. Students will create digital assets to meet the client brief. Students need to consider the quality of the content so that it improves the user experience	Statement 2.3 relates to collecting and creating digital assets. Students will use appropriate tools and techniques to create products that meet the requirements of the brief		Statement 4.3 relates to developing the game. Students will create digital assets for the game
	Tools and techniques for creating and manipulating still images, use standard tools, zoom, selection			Statement 3.5 relates to the use of drawing tools; Statement 3.6	Statement 4.3 relates to developing the game. Students will create digital assets for the game

	transforming ..., colour effects ..., image effects, transparency effects, composite patterning			relates to the use of image editing tools	
<b>Animation</b>	Compare and contrast different animation techniques		Statement 2.3 relates to collecting and creating digital assets. Students will use appropriate tools and techniques to create products that meet the requirements of the brief		
	Use in commercial and learning environments. Understand film making and special effects, VLEs, education website, animation for the web		Statement 2.1 relates to investigating multimedia assets. Students need to learn how multimedia is used in a variety of contexts	Statement 3.1 relates to investigating artwork and images	
	Plan an animation, folder, trees, story boards		Statement 2.2 relates to designing multimedia products. Students need to generate ideas and justify their choice		
	Show awareness of audience, mood boarding				Statement 4.2 relates to creating a moodboard
	Understand the impact of variety of frame rates and looping,		Statement 2.3 relates to collecting and creating digital assets. Students		



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	vector and bit map animation		will use appropriate tools and techniques to create products that meet the requirements of the brief		
<b>Sound and music</b>	Understand sound storage devices, sound cards, input devices .., speakers, sound conversion ..., sequencers .., notators ..., sound wave editors, downloading of music		Statement 2.3 relates to collecting and creating digital assets. Students will use appropriate tools and techniques to create products that meet the requirements of the brief. Students will be mindful of copyright		
<b>Legal and ethical</b>	Know and understand the provision of the Data Protection Act 1998..., Computer Misuse Act 1990, Electronic Communications Act 2000, Regulation of Investigatory Power Act 2000		Statement 2.9 relates to the practical application of legislation and codes of practice	Statement 3.11 relates to the practical application of legislation and codes of practice	Statement 4.6 relates to the practical application of legislation and codes of practice
<b>Staying safe online</b>	Understand the dangers associated with the disclosure of personal data, misuse of images, using inappropriate language	It is best practice that students understand the issues surrounding the misuse of images			

<b>Health issues</b>	State potential health hazards when using computers	Student should be encouraged to work safely and understand health issues. This is not formally assessed	Statement 2.9 relates to the practical application of working safely	Statement 3.11 relates to the practical application of working safely	Statement 4.6 relates to the practical application of working safely
	Suggest methods for reducing the risk of potential health hazards				