GCSE ICT and DiDA mapping document

	GCSE ICT Unit 2	DiDA Unit 1	General themes/overlap
1	**Research and information gathering**		
1.1	**Differentiate between data and information** • understand the characteristics of data and information • understand how data and information can be organised and structured to facilitate effective use • understand that information can be represented in different forms • identify the data and information requirements of a task • understand the need for accuracy	1.1 Using information sources 1.2 Using surveys 1.3 Information handling 1.4 Working with information	Information and data gathering is a key process required by students in both DiDA and GCSE ICT qualifications. In order to facilitate creation of effective digital products, students need to understand how data and information differ and how data can be converted into information in order to convey meaning. Both qualifications emphasise that the quality and accuracy of data/information gathered is more important than the quantity.
1.2	**Use secondary sources** • select appropriate sources of information • use appropriate search techniques to locate information • select relevant information by making informal judgements about its quality, relevance and fitness for purpose • recognise copyright and other constraints on the use of information	1.1 Using information sources 1.3 Information handling 2.3 Standard ways of working	DiDA students are asked to gather information from secondary sources in *1.1 Using information sources*. There is a good overlap in coverage of this in GCSE ICT. Both qualifications require use of a range of sources and decision making about quality, relevance, reliability, etc. Consideration of copyright is addressed in *DiDA 1.1 Using information sources* and also in *2.3 Standard ways of working*.

	GCSE ICT Unit 2	DiDA Unit 1	General themes/overlap
1	**Research and information gathering**		
1.3	**Use primary sources** • create original images and other assets • create original text and other information • create survey data	1.1 Using information sources 1.2 Using surveys	Both qualifications require students to gather information from primary sources. DiDA students are asked to use various methods, including conducting an interview, carrying out a survey, taking photographs and recording sound clips all of which would be relevant towards coverage of this GCSE ICT criterion.
1.4	**Use databases** • understand how data can be structured • enter and edit records • search for valid and meaningful information for a specified purpose • sort records using single and multiple fields in ascending and descending order • use reports to present information clearly	1.1 Using information sources 1.3 Information handling	Both qualifications require students to understand how data is structured and how meaningful information can be extracted from it. GCSE ICT students are required to manipulate and extract data from a given database (stand-alone or web-based) in the context of gathering and presenting information. Although they are not required to design/create a database structure many of the skills taught for *DiDA 1.3 Information handling* are still relevant.

	GCSE ICT Unit 2	DiDA Unit 1	General themes/overlap
2	**Modelling**		
2.1	**Adapt and enhance spreadsheet models** • gather and validate data for use in a model • enter and organise numerical data • manipulate, process and analyse numerical data • format numerical data and other information • use formulae, functions and variables • use validation techniques • enhance clarity and presentation	1.2 Using surveys (spreadsheet skills)	The spreadsheet skills required for *DiDA 1.2 Using surveys* are appropriate for this topic of GCSE ICT. However, the purposes/outcomes required are different.
2.2	**Use models to explore ideas** • ask 'what if' questions • model different scenarios • try out alternatives and explore ideas • create and develop charts and graphs to display numerical data • verify results (accuracy, plausibility) • interpret results and make recommendations based upon them	1.2 Using surveys (spreadsheet skills) 1.4 Working with information	The spreadsheet skills required for *DiDA 1.2 Using surveys* are appropriate for this topic of GCSE ICT. However, the purposes/outcomes required are different. This GCSE ICT topic focuses on the development and use of a spreadsheet model to collate and analyse raw data in order to generate meaningful information. The analysis of the data being a key factor here to enable students to explore alternatives and generate reliable information to support their recommendations.

	GCSE ICT Unit 2	DiDA Unit 1	General themes/overlap
3	**Digital publishing**		
3.1	**Design digital products which are fit for purpose and audience** • investigate requirements • analyse stages of a complex ICT task • use design tools • justify design decisions • make use of feedback from test users	1.4 Working with information 1.5 Presenting information 1.7 On-screen publications 1.8 Prototyping and testing 2.1 Project planning	Fitness for purpose and audience is a key aspect of both qualifications and should be at the heart of all the work students design and produce. Although the very nature of this work requires project planning skills, GCSE ICT students are not required create a formal planning document as in *DiDA 2.1 Project planning*.
3.2	**Prepare and organise different types of digital content** • text • number • sound • images • video • animation	1.5 Presenting information 1.7 On-screen publications	The focus in GCSE ICT is purely on digital products; there is no requirement for students to produce paper-based products. The different types of digital content required however are very similar in both qualifications.

	GCSE ICT Unit 2	DiDA Unit 1	General themes/overlap
3	**Digital publishing**		
3.3	**Develop digital products which are fit for purpose and audience** • combine different types of digital content • use accepted layouts and conventions • apply editing, formatting and layout techniques • maximise clarity and enhance presentation • use automated features • sequence instructions • test for functionality and usability	1.4 Working with information 1.5 Presenting information 1.7 On-screen publications 1.8 Prototyping and testing 1.9 Creating an eportfolio	Fitness for purpose and audience is a key aspect of both qualifications. There is a good overlap of coverage here and teaching materials used in the DiDA topics listed should be easily transferable to this GCSE ICT topic. GCSE ICT students do not have to produce an eportfolio, but they do have to present their work in digital format.

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4	**Evaluating outcomes**		
4.1	**Review outcomes** • compare with requirements • identify strengths and weaknesses • suggest possible improvements • make modifications to improve the outcomes	2.2 Review and evaluation	Review and evaluation are important aspects of both qualifications. In this GCSE ICT topic, students are asked to review outcomes, i.e. the digital products they create. They are not asked to review their project planning as in *DiDA 2.2 Review and evaluation*.
4.2	**Work collaboratively** • choose suitable test users • respond appropriately to feedback from others • give constructive feedback to others • use collaborative tools	1.8 Prototyping and testing	Both qualifications emphasise the importance of choosing suitable test users and making constructive use of feedback from others. Although the use of collaborative tools is not specifically mentioned in DiDA, students may well have been using them.
4.3	**Self review** • review own performance • identify strengths and weaknesses • evaluate the selection, use and effectiveness of ICT tools and facilities used	2.2 Review and evaluation	Both qualifications require self review. However, they have a slightly different focus. GCSE ICT students - whilst being asked to evaluate themselves - also evaluate the ICT tools used.

	GCSE ICT Unit 2	DiDA Unit 1	General themes/overlap
5	**Working efficiently and safely**		
5.1	**Manage files** • save work regularly and keep information secure • use sensible filenames and formats • create and manage files and folder structures • retrieve work efficiently	2.3 Standard ways of working	There is a good overlap of coverage between the two qualifications. The skills taught and developed in the *DiDA 2.3 Standard ways of working* will still be appropriate for this GCSE ICT topic area.
5.2	**Manage themselves and their work** • plan and manage work efficiently • select appropriate ICT tools and techniques • customise settings • use available sources of help • use software templates and wizards • adopt safe, secure and responsible practice when using ICT • communicate and exchange information safely, responsibly and securely • organise electronic messages, attachments and contacts	2.1 Project planning 2.3 Standard ways of working	An important aspect of both qualifications is the ability to work efficiently and effectively. This involves planning and employing standard ways of working. Although not an explicit requirement of the DiDA specification, it is essential that students are aware of the risks and issues associated with operating online and are taught how to stay safe and respect others when using ICT to communicate and exchange information.

	GCSE ICT Unit 2	DiDA Unit 1	General themes/overlap
5	**Working efficiently and safely**		
5.3	**Quality assure what they produce** • work accurately • spell check • proofread • seek views of others	2.3 Standard ways of working	There is a good overlap of coverage here between the two qualifications. The skills taught and developed in *DiDA 2.3 Standard ways of working* will still be appropriate for this GCSE ICT topic area.
5.4	**Know about and adhere to legislation and codes of practice** • acknowledge sources • respect copyright • protect confidentiality	2.3 Standard ways of working	There is a good overlap of coverage here between the two qualifications. The skills taught and developed in the *DiDA 2.3 Standard ways of working* will still be appropriate for this GCSE ICT topic area.