

**Delegate Booklet**  
**Course Title:**  
**YIT11-20IO1**

## About this event

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**Course Title: Welcome to Pearson**

**Course Code: YIT11-201O1**

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## Aims and Objectives of the event

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- To review the content of the qualification
- To explore how to plan the course and/or lessons
- To understand the assessment of the qualification and how to prepare students
- To identify the support available from Pearson

## Agenda of Event

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Time	Item
5	Welcome
5	Aims and agenda
5	Getting to know you
15	Overview of qualification
10	Qualification content
15	Activity 1 – Identify the unit, topic and specification point(s)
3	Planning for teaching the course
15	Activity 2 – Planning activities for Unit 4 19.2.5
16	Assessment
5	Activity 3 – Awarding marks
15	Preparing students for exams
6	Available support
5	Questions

## **International AS/A Level Information Technology (Specification)**

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The specification has been included for you in the delegate folder.

<b>Unit</b>	<b>Page</b>
1 (WIT11)	13
2 (WIT12)	23
3 (WIT13)	34
4 (WIT14)	42

## Activity 1 – Identify the unit, topic and specification point(s)

Here are some questions written by teachers for use in the classroom.

For each question, identify the unit and the specification bullet point(s) that you think it belongs to. Add notes in the final column to answer the question. The first one has been done for you.

The key command word has been highlighted in red.

	Question	Unit	Spec point(s)	Notes
1	<p>A unique learner ID:</p> <ul style="list-style-type: none"> <li>starts with two uppercase letters</li> <li>followed by 3 single digits (0–9)</li> <li>followed by 1 lowercase letter</li> </ul> <p><b>Construct</b> a format check so that only learner IDs in this format are accepted.</p>	3	12.1.5 (f)	<p>Format check using input mask</p> <p>&gt;LL000&lt;L</p>
2	<p>A school runs after school clubs. It keeps information about these clubs in a relational database.</p> <p>These four entities will be used in the database:</p> <p>Student (Student_ID, Surname, First_name, DOB)  Teacher (Teacher_ID, Surname, First_name, Email_address)  Club (Club_ID, Club_name, Teacher_ID)  Club_enrolment (Club_ID, Student_ID)</p> <p><b>Create</b> an entity relationship diagram for this database. Annotate your diagram to show the primary and foreign keys.</p>			
3	<b>Explain</b> a difference between symmetric and asymmetric encryption.			
4	<b>Explain</b> a difference between the purpose of application software and the purpose of system software.			



5	<p>Here is some HTML code that displays a list.</p> <pre>1 &lt;ol&gt; 2   &lt;li&gt; Pastel pink&lt;/li&gt; 3   &lt;li&gt; Bright pink &lt;/li&gt; 4 &lt;/ol&gt;</pre> <p><b>Explain</b> the purpose of the tags &lt;ol&gt; &lt;/ol&gt; and &lt;li&gt; &lt;/li&gt;</p>			
6	<p>Jasbinder is an IT Network Manager. He wants a database to keep track of the laptop loans.</p> <p>He said the laptop loan table will include this information:</p> <p>Laptop_ID: e.g. 10 Date_of_loan: e.g. 31/01/2020 Num_of_days: e.g. 5 Staff_surname: e.g. Robinson Date_returned: e.g. 04/02/2020</p> <p><b>Write</b> an SQL statement that will create this table to include field names, a primary key and suitable data types</p>			



## Activity 2 – Planning activities for Unit 4 – 19.2.5

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### **19.2.5 Be able to evaluate the appropriateness and effectiveness of a user interface and justify features in relation to a given problem.**

Prior to this lesson learners have spent time practising building user interfaces within a relational database. They have also learned about user experience through research and teacher-led sessions.

However, they have not been introduced to the command word 'assess', which is one of the command words associated with 'evaluate' **in this unit**.

#### **Taxonomy – command word Assess**

Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make judgements about significance/importance.

(Learners do not need to make recommendations.)

**Lesson objective** – Learners will be able to assess the appropriateness and effectiveness of a data entry form.

Give ideas of how the lesson could be organised/activities that could be used.



### Activity 3 – Awarding marks

Here is a question and mark scheme answer from Unit 2.

A web page contains images.

The images should fade out to 50% when the mouse cursor hovers over them.

Open file **Q02b.html** page in your editor.

Add CSS code to enable the fade effect.

	Answer	Additional guidance	Mark
	Code is: <pre>img:hover {   opacity: .5; }</pre> Other solutions are possible.		2
B1	Award <b>one</b> mark for using the img:hover tag  img:hover (1)		
B2	Award <b>one</b> mark for setting the opacity to 50%.  opacity: .5; <b>OR</b> opacity: 0.5; (1)		

In your delegate folder you will find the file **Activity3.html**

Open the file in a browser and test it.

Also open the file in a text editor (such as NotePad) or right-click the page in the browser and select *View page source*.

Study the mark scheme and the evidence and decide the marks you would award.



## **Personal Learning**

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Things to do:

Things to avoid:

Ideas to follow up: