

approach. The purpose is to provide a foundation for the Year 9 ICT Framework objectives and, therefore, it is recommended that it is used towards the end of Year 8.

Since control and monitoring is part of the National Curriculum attainment targets in design and technology and in science, staff in these departments should be consulted before starting this unit.

Year 9 case studies

9.1

These case studies have been developed by schools to show how they have grouped Year 9 objectives and planned how to teach them. They are based originally on Year 9 QCA units. They show how extended projects can be taught, and the structure of lessons might be maintained, but they are not fully developed STUs. They exemplify one way to teach some of the Year 9 objectives but you should note that there are other ways. To demonstrate this, two case studies have been provided for unit 9.2.

The case studies include support materials that have been developed to be used by pupils and teachers. They include starter activities and demonstrations of planning tools. Teachers have used the software that they have available in their schools; you may need to develop similar resources in the software that you have available.

The case studies also include some indicative outcomes but these are not fully developed in all cases. You will need to use these case studies alongside information from the Standards and assessment training session and the National Curriculum in Action website in order to make judgements about pupils' achievements.

If you wish to use these case studies you will need to do some significant planning and preparation. You will have to consider such things as differentiation and different teaching styles. Alternatively, you might treat the case studies as stimuli for planning your own extended Year 9 projects.

9.2a

The aim of this case study is for the class to be linked with another, ideally in a different country or location, for the purpose of exchanging information and questionnaires. If this is difficult to set up, the class could be linked with another in the same school. The exchange of questionnaires between partner classes should yield a data set of around 20 to 30 records. This could be increased by linking with more than one class and completing more than one questionnaire in return.

The context of the investigation that pupils carry out in this unit should be agreed beforehand, through consultation with the partner class or school with which data will be exchanged. This would save time in getting the work under way. Pupils could also be involved in this process.

The case study assumes a basic level of familiarity with a database program but there is scope for expanding or extending some of the lessons, particularly lessons 5, 6 and 7, in order to introduce the necessary skills and techniques.