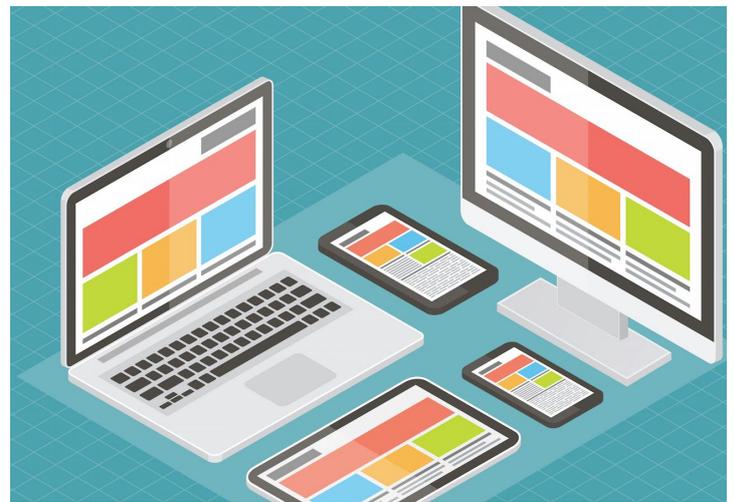# The Friary Sixth Form

AAQ BTEC Information Technology Bridging Pack 2025

Introduction

This bridging pack is designed to prepare you for your AAQ BTEC IT course in September. The tasks that listed below are mostly aimed towards Unit 1 and Unit 3 which you will be starting in September. You can start preparing for this once you have finished your GCSE's and are ready to start to thinking about what is next over the summer.

The course leader is Miss Harris and you can contact her on gharris@friaryschool.co.uk should you have any questions.

Resources

Whilst completing this course you will be using a range of different software to learn different aspects of Information Technology. You don't need buy and download any software in preparation for this as all the software is available at school. This does mean that any coursework using specialist software needs to be completed at school.

To save and access your work you will be using Office 365. This allows you to access your work from home and allows you to access some of the software that you will also need as well so it is a good idea to make sure that you confident in accessing Office 365 at home and you have access to a computer or laptop at home as well.

Course Overview

Below is a course outline. There are 4 units in total and they are all assessed slightly differently. Look at the table below at when you will be completing these units.

Unit	Assessed	Year
	External (Controlled Assessment)	Year 12
	Internal Assessed (Coursework)	Year 12
	External (Exam)	Year 13
	Internally Assessed (Coursework)	Year 13

Unit 2: In order to produce information to support many business processes as well as our social lives, relational databases are widely used to manage and process data. You will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure that it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution.

Unit 3 You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts.

Unit 1: IT systems are involved in almost everything we do in society. In this unit you will be learning about hardware and software and how they form an IT system. You will learn about the relationship between users and systems. You will also learn about the decisions that individuals and businesses must make, the impact of IT systems on individuals and how they affect business practices.

Unit 6: Developing a website can be crucial to any business or organisation and with so many different technology platforms, websites are now more accessible. It is extremely important for a website developer to be able to produce a website that stands out and meets the needs of the client. The aim of this unit is for you to understand how websites are developed, and for you to design and create your own website.

Tasks

Task 1

Task 1: Tech Trends Tracker (Unit 1)

Objective: Get a sense of how IT is shaping the world.

- Choose **two current technology trends** (e.g., AI in education, cloud computing, biometric security, 5G, smart homes).
- For each one, write a one-page summary that explains:
    - What it is
    - How it's used in real life
    - Benefits and potential risks
    - Your opinion: is it a good thing? Why or why not?

How this helps: You'll already be ahead when we start looking at how IT affects organisations, individuals, and wider society.

Task 2

Task 2: Website Critique

Objective: Start thinking critically about website design.

- Pick **two websites** you use regularly.
- Write a short review (around 300–400 words for each) that covers:
    - Who the website is for
    - What works well (layout, navigation, colours, content)
    - What could be improved
    - How accessible and user-friendly it is

How this helps: Unit 3 requires you to plan with purpose, evaluate design, and justify your choices—this builds your analytical eye early.

Task 3

Task 3: Get Started with HTML – Build a Basic Web Page

Objective: Understand how HTML works and use it to structure a simple web page.

⚒ What is HTML?

HTML stands for **HyperText Markup Language**. It's the code that gives structure to a web page (like headings, paragraphs, images, and links).

Think of HTML as the *skeleton* of a website.

Build a super basic web page using just HTML. This is all about getting used to the tags and layout.

Use an **online editor** so you don't need to install anything:

- https://replit.com/ → Choose "HTML, CSS, JS" template
- OR https://codepen.io/pen

📝 Step-by-Step Instructions:

1. **Create the basic structure:**

```html
CopyEdit
<!DOCTYPE html>
<html>
  <head>
    <title>My First Web Page</title>
  </head>
  <body>
    <h1>Welcome to My Web Page!</h1>
    <p>This is a paragraph about me.</p>
  </body>
</html>
```

2. **Add a list:**

```html
CopyEdit
<ul>
  <li>I love gaming</li>
  <li>My favourite food is pizza</li>
  <li>This summer, I want to learn coding</li>
</ul>
```

3. **Add an image:**

```html
CopyEdit
<img src="https://via.placeholder.com/150" alt="A placeholder image">
```

4. **Add a link:**

```html
CopyEdit
<p>Visit my favourite site: <a href="https://www.bbc.co.uk">BBC</a></p>
```

☑ *Your Final Page Should Have:*

- A heading
- A paragraph
- A list (unordered or ordered)
- An image
- A link to a website

Task 4

Task 4: CSS Research

Do a short research activity to answer the following questions. You can write your answers by hand or type them up (1 page max). Use websites like https://www.w3schools.com/css, BBC Bitesize, or just Google things.

1. **What does CSS stand for?**

2. **What is the purpose of CSS?** (Hint: What does it change or control on a web page?)

3. **How is CSS different from HTML?**

4. **List 3 things you can style using CSS.***(e.g., colour, font, layout)*

5. **What does a CSS rule look like?***(Try copying and pasting one example with a brief explanation)*

6. **Why is CSS useful for making websites look professional?**

7. **Find a website you like** and write:

   o What colours and fonts does it use?

   o Is the layout easy to follow?

   o How do you think CSS helped make it look that way?

Glossary

Term	Definition
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Develop	Learners acquire and apply skills through practical activities.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.
Explore	Learners apply their skills and/or knowledge in contexts involving practical testing or trialling.
Implement	Learners consider the relevant factors to put a plan into practice, requiring self-direction in the selection of factors such as planning, research, exploration, outcome and review.
Justify	Learners are able to give reasons or evidence to: • support an opinion • prove something right or reasonable.
Optimise	Learners improve a process or product by incremental steps to achieve the best performance possible (given constraints).
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a plan, product or report.
Review	Learners make a formal assessment. They appraise existing information or prior events, or reconsider information with the intention of making changes if necessary.

Additional Reading

For Unit 1 (Information Technology Systems):

- BBC Bitesize: GCSE Computer Science – Systems – useful for reviewing key concepts
- How Stuff Works: Technology – for real-world examples explained simply
- Read tech news from: TechCrunch, Wired, BBC Tech

For Unit 3 (Website Development):

- W3Schools HTML Tutorial
- W3Schools CSS Tutorial
- freeCodeCamp – look for the *Responsive Web Design* certification (free)
- Explore design inspiration on https://www.awwwards.com/websites/

Supporting Resources

These are online resources where you can learn skills such as HTML and there is a link to videos on YouTube that are directly related to this course.

W3Schools – Learn HTML & CSS

- HTML: https://www.w3schools.com/html/
- CSS: https://www.w3schools.com/css/

Full HTML Crash Course (1hr video)

- 📺 https://youtu.be/UB1O30fR-EE

◇ *FreeCodeCamp – Learn CSS in 20 Minutes*

- 📺 https://youtu.be/1PnVor36_40

◇ *CodePen – Try HTML/CSS Without Installing Anything*

- 🌐 https://codepen.io/pen

◇ *Craig'n'Dave BTEC IT YouTube Playlist*

- 📺 https://www.youtube.com/@craigndave/playlists

◇ *BBC Bitesize – Technology in Organisations*

- 🌐 https://www.bbc.co.uk/bitesize/subjects/z34k7ty

◇ *CrashCourse – Computer Science Series (Optional Extension)*

- 📺 https://youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H