NHSG Key Stage 3 Unit Overview for KS3 S6: E-Literacy

Computer Science	KS3: S6 E-Literacy	Spring Term
Learning outcomes	This unit develops skills in internet usage for research. Students will develop their understanding of how to find information efficiently, how to determine its reliability and to analyse the sources for any bias. Students will also gain knowledge of their rights and responsibilities regarding the use of information and material found on the internet.	
Key Questions	How can we find reliable information on the internet efficiently? How do we create a fair online community with regards to intellectual property?	
Knowledge	Key concepts • The internet is vast, and not just limited to the web • People have differing views, so sources will have differing viewpoints or biases • Not everything on the internet is true. • Both sides of plagiarism and laws that aim to give some protection/recompense • How to credit the original source • How reliable are AI chat bots? • How can we use GenAI to help us with our work?	Key Terminology will include • Search engines • Keywords • Reliability • Bias • Misinformation • Copyright • Intellectual Property • Creative Commons Licence • Generative Artificial Intelligence
Ongoing Assessment	In this unit you will be expected to be involved in the practical tasks and discussions. Through these, you should gain insight into the practicalities, legalities and ethical considerations in a task that we do every day without much thought. You will be being assessed throughout based on the quality of your answers to questions in discussions as well as through your progress in the activities. Your understanding of key misconceptions and facts will be checked through quick quizzes/mini whiteboards or	

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<tr><td></td><td>equivalent. You will be given some exercises to help apply any knowledge and skills both in and out of class.

You must listen to the feedback given both individually, through group answer-building and whole class review. You should use this to improve. You should be keeping your own notes in your exercise books.

You will have access the resources used via SharePoint/Teams.
Good ways to extend your learning:
Go over the lesson by discussing key learning points you picked up with your friends or family
Use these skills throughout your other subjects when you are researching a topic.</td></tr>
<tr><td>End Product Assessment</td><td>This unit is seven lessons long with a 40 -minute paper-based written test in the final lesson. It is a common assessment that the whole year group will be taking. The assessment has different levels of understanding and grasp of the skills. These sections are focused on knowledge (multiple choice questions), Skills and Application (short answer questions) and understanding (long answers with context).

The gradings will be calculated once all results are in. The gradings follow the report ratios:<table><tr><td>Percentage of students</td><td>Number of students (out of 210)</td><td>Grading colour</td></tr><tr><td>Top 5-10%</td><td>10 - 21</td><td>Purple</td></tr><tr><td>Higher 20-30%</td><td>42-63</td><td>Blue</td></tr><tr><td>Middle 45-50%</td><td>94-105</td><td>Green</td></tr><tr><td>Lower 8-12%</td><td>16-25</td><td>Yellow</td></tr><tr><td>Lowest 3-6%</td><td>6-12</td><td>Orange</td></tr></table>
The assessment marks are combined with other unit grades to form each student’s Best Fit grade in report seasons.</td></tr>
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Clear sequencing of content	This unit is broken into seven lessons starting with how to be efficient in our research before looking at the reliability of the data we are gathering, before looking at how we can make use of the data we find out. The second half of the unit looks at the use of generative AI with respect to the knowledge and understanding gained from the first three lessons. Each lesson requires application of the knowledge and understanding gained from the previous lessons. Students should be going over the content from the previous lesson before the next lesson. Students are expected to be using these skills and concepts throughout their life both in academia and in the way they approach the information they find while surfing the internet and social media.
Links to Careers	Scientific Research, Law, Impact on future jobs, creative industries, journalism
Diversity and Inclusion	Discussion points will include: • Why might source bias occur between countries/cultures/religions/races? • Is something wrong just because we disagree with it? • What causes bias within Generative AI models and what impacts will this have on set of people?
Support	SharePoint pages (text based, images and videos) Weekly drop-in lunchtime peer mentor help sessions – please ask your teacher for more information. We have a set of Year 8 and 9 mentors who volunteer to help students out. They have either been through the unit previously themselves or have been brought up to date to be able to help explain and demonstrate the unit content. For those who only attain Orange in the end of unit assessment will be given the opportunity to receive peer mentoring for 5 weeks with a focus on going over their weak areas. In the sixth week they will take a shorter 20-minute assessment. Their percentage on this will update their end of unit grade and be taken forward into their report grade.
Challenge Wider reading / research / super curricular activities	https://www.bbc.co.uk/newsround/69009887 Research: What is an echo chamber and how does it relate to our continual use of social media?

	Research: Why did the rate of MMR uptake drop and why are we still struggling to get parents to allow their kids to have it? https://news.sky.com/story/why-are-we-still-having-the-anti-vax-debate-11710936