

IT, COMPUTING & ESPORTS

Bridging work

Courses

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Studying @Franklin Bridging Work Preparing you for September on: **CTEC** **IT Creative Computing (Level 2)**

A fantastic opportunity to widen your understanding of Creative Computing Level 2, prepare for September, and demonstrate your ability to us at enrolment!

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **2 hours** so plan your time to best suit you.

Submitting your work	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p>
Topic / Context	<p>Unit 1 Communicating in the IT Industry</p> <p>Communication is a vital skill for any individual. The effective use of communication and flexibility of styles within the workplace is essential to maintain good working practice. This unit identifies the different IT tools available for safe and secure communication and exchange of information within an organisation. Students will consider approaches and adapt the way they communicate, depending on their audience. This unit will prepare students to effectively use various communication channels, within a working environment.</p>
Task details	<p>Task 1</p> <p>For each of the following document types: -</p> <ul style="list-style-type: none"> • Memo • Email • Letter • Order Form • Invoice • Agenda and Minutes • Report • Newsletter

	<p>You will explain the purpose of each document e.g., is it to promote/advertise, inform or record.</p> <p>Explain what each of the documents do and who the intended audience is.</p>				
	Document Type	Purpose (Promote/Advertise, Inform or Record)	What do they do	Audience	Advantages
	Memo				
<p>Sample Presentation for Task 1</p> <p>TASK 2</p> <p>Internet Safety</p> <p>Safe use of the internet is crucial, especially for the younger generation. Threats to Internet safety include cyberbullying and sexual predators (such as adults pretending to be children).</p> <p>Thinking of ways to protect from these issues create a presentation to show to parents.</p> <ul style="list-style-type: none"> • The presentation needs to be accurate, informative and eye catching. • Do not use more than 8 slides. • Think about the age range you will be presenting it to e.g., parents of children/teenagers. • Using business-like language to convey the information - a confident and clear delivery - professional and engaging slides that have an effective and consistent layout - both grammatically correct, slide and delivery content. 					
Resources to help you	<p>You can use any source of information you like but here are some links to get you started.</p> <p>Online Research Task 1 https://www.slideshare.net/Breach_P/different-document-types</p> <p>Online Research Task 2 https://www.internetmatters.org/resources/online-safety-guide-14-year-olds/</p>				

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Presenting your work	All work should have your name on and any references you have used. Task 1 - Table Task 2 - Presentation
Extension Tasks to stretch and challenge you	If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>). What is a drone? In your opinion should people have a licence for a drone (state your views). This can be done in any format you like.
Massive Open Online Courses (MOOCs)	MOOCs are Massive Open Online Courses. You might enrol and complete the following to push you a little further you will find these on your part 3 – Preparing you for studying @Franklin.

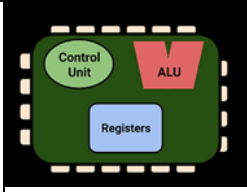
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Preparing you for September on: **CTEC** **IT Creative Computing (Level 3** **Double)**

A fantastic opportunity to widen your understanding of Creative Computing, prepare for September, and demonstrate your ability to us at enrolment!

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **2 hours** so plan your time to best suit you.

Submitting your work	Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment. Please also take this to your first lesson in September. Feel free to highlight the importance/expectations here of this work being completed for the course their enrolling on. You can make to the expectation here for students who didn't attend Taster Day and the expectation that they should also his work.		
Topic / Context	Unit 1 Fundamentals of IT An understanding of IT technologies and practices is essential for IT professionals. What you will cover in this unit will provide the foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.		
Task details	Task 1 "Describe the role of different computer components" Each component has a different role or function. Research to find the role of different computer components. Complete as the example table below:		
	Component	Image	Role

Processor		<p>The CPU is the main chip in a computer responsible for carrying out all tasks</p> <p>It is responsible for telling all the other components in a computer what to do, according to the instructions given by the programs (software) running on that computer.</p>
Hard Drive		
USB Port		
RAM		
ROM		
Graphics Card		

Task 2

“Explain the uses of different types of Computer System”

There are different types of computer systems e.g. a server. They have different uses and can be used for different scenarios.

Do some research on computer systems and complete the example table below.

System	Use/Role	Scenario/Example
Desktop		
Tablet		
Server		
Smart phone		
Embedded system		
Mainframe		

Task 3

Whistle Blowing

This is when a member of staff reveals that the organisation, they are working for are engaging in unlawful practices. This may be breaking privacy laws, threatening staff and environmental damage.

“Research 3 examples of whistleblowing to do with IT and select one of them to explain your own view of whether it was right or wrong in your opinion.”

This is to be done as a written report **fully explaining** why you either agree or disagree with the outcome. You must reference where you got the information from.

Resources to help you	<p>Please use the links below to complete the set tasks:</p> <p>How computers work</p> <p>Computer parts</p> <p>Whistleblowing</p> <p>Digital Divide</p>
Presenting your work	<p>Task 1 and Task 2 as a table</p> <p>Task 3 as a report</p> <p>All work should have your name on and any references you have used.</p>
Extension Tasks to stretch and challenge you	<p>If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>).</p> <p>Extension task</p> <p>Explain in your own words what the term Digital Divide means. There are 3 types of Digital Divide, Gender Divide, Social Divide, and Universal Access Divide.</p> <p>Select an example from one of the above and create a presentation explaining what factors can contribute to a Digital Divide e.g. low income, lack of access to technology, geographical restrictions. (think about Covid and the problems that caused from an educational view)</p>
Massive Open Online Courses (MOOCs)	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further you will find these on your part 3 – Preparing you for studying @Franklin.</p>

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Preparing you for September on: **A level Computer Science**

A fantastic opportunity to widen your understanding of Computer Science prepare for September, and demonstrate your ability to us at enrolment!

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **<provide a guide for the length of time students can expect this work to take>** so plan your time to best suit you.

Submitting your work	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>This work will form a key part of your early topics.</p>
Topic / Context	<p>In preparation for A Level Computer Science at Franklin College the following tasks will immerse you in the subject of Computer Science and develop a set of skills needed to achieve success in this subject.</p> <p>Computers use binary - the digits 0 and 1 - to store data. All computer data is represented using binary.</p>
Task details	<p>Follow this online course that was created by our department. bit.ly/3JtW9la</p> <p>The course is set up so that each topic contains an overview and some examples followed by a practice section.</p> <p>There is a final quiz at the end.</p> <p>Your submission should show evidence that you have completed each of the sections below:</p>

	<ul style="list-style-type: none"> • Binary Conversion Practice • Hexadecimal Conversion Practice • Binary Addition Practice • Binary numbers with a fractional part Practice. <p>You should then complete the final quiz, then take a screenshot or photo of your result.</p>
Resources to help you	In addition to the practice questions each section contains some videos to watch followed by some walk-through examples.
Presenting your work	Your completed work should include the practice questions from each section in addition to evidence of your final quiz score.
Extension Tasks to stretch and challenge you	<p>If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>).</p> <p>If you want to look into binary numbers with more depth.</p> <p>You can look at how to represent negative numbers here: https://bit.ly/3yOwbKw </p>

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Preparing you for September on: **BTEC Digital Games Design (Level 3)**

A fantastic opportunity to widen your understanding of Digital Game Design, prepare for September, and demonstrate your ability to us at enrolment!

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **3-4 good days work, potentially up to 1 week** so plan your time to best suit you.

Submitting your work	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>This work will be part of your first Unit, the concept art will be included in your collection of work and will count towards your mark for that Unit. Although the Taster Day session would have started you on this brief, if you were not on the Taster Day for any reason, you can still create this work to the same high standard.</p>
Topic / Context	<p>In the creative industry you will receive project briefs to work with, today you will begin work on your own project brief, this will later link into the first unit of the course which will be Concept Art.</p> <p>You will be introduced to character sheets and design board, the process of designing and developing a character and what steps you need to take to begin your journey of character design for the creative industry.</p>
Task details	<p>You have been hired as a freelance concept artist to create 1 of the main characters for a new game based on the Wild West. You need to create a series of initial sketches and fully rendered work. The only specifics they have given for the character is that they need to fit a Western/Wild West aesthetic and be adult in age. Style is open to you as they are flexible on realistic or more stylised work, however, work must be to a good standard regardless.</p> <p>Your criteria:</p>

	<ul style="list-style-type: none"> • Research and complete a design board for ideas and inspiration. • Create initial sketches of your character with notes (include character's name). • Create an expression sheet (a sheet with the characters headshot showing at least 6 different emotions/expressions) • 1 full body sketch (this can be either in a standard pose / T pose / action pose) • 1 fully rendered version of your character (fully shaded/painted/finished) • Either 1 sketch of the characters equipment AND/OR 1 sketch of their horse. • Either 1 sketch of their house AND/OR 1 sketch of the landscape.
Resources to help you	<p>You can gain references and ideas from Pinterest to create a board. Use Jamboard to put your ideas together.</p>
Presenting your work	<p>Work should be presented either digitally (on a Powerpoint or Google Slides) or hardcopy as individual pieces of paper or a sketchbook.</p> <p>A sketchbook is highly recommended to gather ideas, work on hand rendered work throughout the course and refine skills.</p>
Extension Tasks to stretch and challenge you	<p>If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>).</p> <p>Create a series of fully rendered concept art for your character to include an action scene, an environment scene, a secondary character or NPC.</p> <p>OR</p> <p>Create a secondary character following the same process.</p>
Massive Open Online Courses (MOOCs)	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further you will find these on your part 3 – Preparing you for studying @Franklin.</p>

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Preparing you for September on: **BTEC Esports**

A fantastic opportunity to widen your understanding of Esports, prepare for September, and demonstrate your ability to us at enrolment!

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **2 hours** so plan your time to best suit you.

Submitting your work	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>Feel free to highlight the importance/expectations here of this work being completed for the course their enrolling on.</p> <p>You can make to the expectation here for students who didn't attend Taster Day and the expectation that they should also his work.</p>
Topic / Context	<p>Is Esports a sport?</p> <p>Could we consider Esports players as Athletes?</p> <p>This is a very controversial question in the world of Esports, with many various opinions from people both inside and outside the Esports space. Does it even matter?</p> <p>In this task, you will draw from multiple sources and form your own opinion.</p>
Task details	<p>Read the articles from the reading list below and take notes on these two opposing opinions.</p> <p>In your own words write an argument for and against the statement:</p> <p>Esports is a sport.</p>

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	Then, using the information you have written, compare both sides of the argument and write a conclusion that includes your own opinion.
Resources to help you	<p>Reading list:</p> <ol style="list-style-type: none"> 1. Does esports count as sports — and does it matter? (esportsinsider.com) 2. https://www.redbrick.me/two-sides-esports-sports/ 3. https://www.mcgilltribune.com/sports/point-counterpoint-are-esports-really-sports-02232021/ 4. https://www.roundhillinvestments.com/research/esports/are-esports-really-sports 5. https://www.verdict.co.uk/the-international-dota-2-sweden/#:~:text=Esports%20is%20not%20a%20real,accept%20esports%20into%20its%20ranks. <p>You can also do your own additional research (optional)</p>
Presenting your work	<p>Your final submission should be a written report containing the following sections:</p> <ul style="list-style-type: none"> • An argument in support of “Esports are Sports” • An argument against “Esports are Sports” • A final comparison and conclusion.
Extension Tasks to stretch and challenge you	<p>If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>).</p> <p>If you have completed the above to the best of your ability, feel free to try this extension task:</p> <p>Research Esports around the world.</p> <p>Examples countries you could research include: Korea, USA, Sweden, China, UK.</p> <p>Areas to think about:</p> <ul style="list-style-type: none"> • Esports Education • National bodies and funding • Venues • Size of the industry • Cultural acceptance

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