ICT FOUNDATION PROGRAMME — STAGE 1

Design brief, graduate profile and curriculum architecture

Draft v0.1 · For approval · Awaken Innovation Lab · 28 November 2026

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0. What this document is

This is **Stage 1 of five** for a Pre-O-Level ICT Foundation Course for a private training centre in Myanmar.

STAGE	OUTPUT	STATUS
1	**Design brief, graduate profile, competency framework, module architecture, hours**	**This document — for approval**
2	Scheme of work, week by week, reconciled to the hours below	Not started
3	Detailed lesson plans, in batches of ten	Not started
4	Student workbook, datasets, assessments and rubrics	Not started
5	Teacher guide, implementation plan, readiness map, QA report	Not started

Nothing after Stage 1 should be written until the architecture below is agreed. Lesson plans built on an unapproved hour count are wasted work.

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1. Course identity and boundaries

1.1 What the course is

A **one-year, practical ICT foundation programme** for students who can already use a computer for games, chat and video, but cannot yet produce a formatted document, build a working spreadsheet, query a database, evaluate a web source, or explain how a computer system is put together.

It is a **bridge**, not a qualification. Its job is to close the gap between general digital familiarity and the working habits a formal upper-secondary ICT course assumes: accurate file management, deliberate tool selection, evidence of process, and the vocabulary to describe what was done.

1.2 What the course is not

IT IS NOT	WHY THIS MATTERS
An IGCSE / O-Level course	No exam technique, no past-paper drilling, no claim of equivalence
A Computer Science course	No programming, no algorithms beyond spreadsheet logic, no data structures
A software-certification course	No Microsoft or Google badge; skills are taught to transfer between suites
An exam-entry guarantee	Completing it does not make a student examination-ready; §11 says how far it gets them
A hardware repair course	Components are identified and explained, not serviced

HTML is included, and it is not programming. Web authoring is a tagged-document skill in every ICT syllabus. The course teaches structure, headings, lists, links and images — not scripts, loops or logic.

1.3 Why the centre needs it

Three gaps show up repeatedly in students entering international secondary programmes from local schooling:

1. **Production gap.** Students can type, but cannot produce a document that meets a specification — styles, spacing, headers, tables that do not collapse, a PDF that opens correctly elsewhere.
2. **Reasoning gap.** Students can enter numbers into a spreadsheet, but cannot choose a formula, explain an absolute reference, or say why one chart is wrong for the data.
3. **Responsibility gap.** Students share passwords, download without checking, copy images without attribution, and cannot explain what a digital footprint is.

A formal IGCSE ICT course assumes all three are already in place. In practice they are not, and the first term is lost re-teaching them. This course spends the year doing that deliberately.

1.4 What students can do at completion

They can sit at an unfamiliar Windows computer, find and organise their files, produce a formatted report to a brief, build a working spreadsheet model with charts, create a small database and query it, deliver a short presentation, evaluate a web source, write a professional email, and explain the security and ethical decisions they made. They can show evidence of all of it in a portfolio.

That is a real achievement for 60 hours. It is not the same as being ready for an IGCSE examination, and §11 is explicit about the difference.

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2. Project settings

The brief marks many settings TBC. Nothing below is silently invented: every unknown is labelled **assumed** with a recommendation, or **TBC** where only the centre can decide.

PARAMETER	SETTING	STATUS
Location	Myanmar; private training centre	**Confirmed** by brief
Learning environment	Computer laboratory, 1:1 device target	**Confirmed** by brief
Connectivity	Unreliable or absent at times	**Confirmed** by brief
Language	English, with a bilingual glossary for technical terms	**Confirmed** by brief
Pathway	Common core, mapped to **both** Cambridge and Pearson	**Assumed** — recommended
Primary reference	Cambridge IGCSE ICT **0417** (2026–2028 syllabus)	**Assumed** — recommended
Student age	14–16 (Year 10–11 equivalent)	**Assumed** — see §6.2
Entry level	Basic computer literacy, mixed ability	**Assumed**
Course duration	**30 weeks × 2 × 60 min = 60 guided hours**	**Recommended** — see §6.3
Lessons per week	2	**Recommended**
Lesson duration	60 minutes	**Recommended**
Class size	**12 students, 12 laptops, 1:1**	**Confirmed** by centre, November 2026
Devices	12 Windows 10/11 laptops	**Confirmed** by centre
Productivity suite	**LibreOffice** primary, Microsoft Office mapping	**Confirmed** by centre
Browser and email	Browser available; email simulated offline	**Assumed**
Printer / scanner	One mono laser printer, one flatbed scanner	**TBC**
Assessment	Blended: practical + short written	**Recommended**
Completion standard	Competency-based, not attendance	**Defined in §6.6**
Exam-centre status	**The centre is not an exam centre. Students sit examinations at an approved centre elsewhere.**	**Confirmed** by centre

The confirmed entry route shapes what the course may claim. The centre is not an exam centre, so students will sit any formal qualification at an approved centre elsewhere. That is workable and common, but three consequences follow:

1. **The course must not be sold as leading directly to a qualification.** It prepares students for a next step that the centre does not itself deliver. The wording rules in §11.2 apply to the prospectus, not just to teachers.
2. **Entry has to be handled deliberately.** The centre needs a named partner centre, a calendar of entry deadlines, and a conversation with parents in Term 3 — not a promise in Term 1.
3. **Practical examinations need local arrangements.** Cambridge 0417 Papers 2 and 3 and Pearson 4IT1 Paper 2 are centre-administered practical tests. A partner centre must be willing to host them, not merely accept a written entry.

The 12-laptop, 12-student confirmation is the simplest of the three: it removes pairing from every practical lesson and makes the 60-hour estimate honest. It also means the room cannot absorb a 13th student without breaking 1:1 access, so 12 is a hard ceiling, not a target.

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3. Qualification landscape — verified November 2026

Both target qualifications are current. Neither is being withdrawn, and neither has a 2027 replacement that changes this design.

3.1 Cambridge IGCSE ICT (0417)

ITEM	DETAIL
Syllabus	Cambridge IGCSE Information and Communication Technology **0417**
Applicable years	Examinations in **2026, 2027 and 2028**; republished for **2029**
Version	Version 3, published **December 2025**; no significant teaching changes
Series	March (India only), June, November
Paper 1 — Theory	1 h 30 min · 80 marks · **40%** · all sections 1–21
Paper 2 — Document Production, Databases and Presentations	2 h 15 min · 70 marks · **30%** · sections 17–19, using skills from 11–16
Component 3 — Spreadsheets and Website Authoring	2 h 15 min · 70 marks · **30%** · sections 20–21, using skills from 11–16
Assessment objectives	AO1 recall and understanding **32%** · AO2 apply and produce **60%** · AO3 analyse and evaluate **8%**
Grading	A*–G
Alternative	Cambridge IGCSE (9–1) ICT **0983**, identical structure, 9–1 grading

Source: Cambridge International, *Syllabus 0417, 2026–2028*, version 3 (December 2025), <https://www.cambridgeinternational.org/Images/697139-2026-2028-syllabus.pdf>; subject page <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-information-and-communication-technology-0417/>.

What this tells the designer. Sixty per cent of the qualification is produced work under practical conditions, and two of the three papers are pure application. A foundation course that is mostly theory would be preparing students for the wrong exam. This is why §6 recommends a 35/65 theory-to-practical split and why the capstone is the largest single unit.

3.2 Pearson Edexcel International GCSE ICT (4IT1)

ITEM	DETAIL
Specification	Pearson Edexcel International GCSE in Information and Communication Technology (ICT) **4IT1**
First teaching	September 2017 · first examination June 2019
Current issue	Issue 2 (May 2018)
Availability	November 2026 and June 2027 confirmed on Pearson's timetable
Paper 1 — Written	1 h 30 min · 100 marks · **50%**
Paper 2 — Practical	3 h · 100 marks · **50%**
Content	Topics 1–6: Digital Devices · Connectivity · Operating Online · Online Goods and Services · Applying ICT · Software Skills
Assessment objectives	AO1 **25–27%** · AO2 **46–52%** · AO3 **24–26%**

Source: Pearson, *International GCSE ICT (4IT1) specification, Issue 2*, <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Information%20and%20Communication%20Technology/2017/Specification%20and%2gcse-in-ict-spec.pdf>; November 2026 update <https://qualifications.pearson.com/en/news-policy/subject-updates/ict/international-nov26-update.html>.

What this tells the designer. Pearson weights evaluation and judgement roughly three times as heavily as Cambridge (AO3 24–26% against 8%), and gives online services and connectivity a full topic each. A common core must therefore include **explicit evaluation and justification tasks**, not just production. The module design below does.

3.3 Which board should guide the course?

Recommendation: build the common core against Cambridge 0417, and map Pearson in parallel.

Reasons:

- 0417 is current to 2029 with no teaching changes, so the mapping will not expire mid-cohort.
- Its paper structure separates document production, databases, presentations, spreadsheets and web authoring — the same five practical areas this course teaches — which makes module-level mapping honest.
- Pearson's practical paper is longer and more open-ended, so a student prepared on 0417 practical skills can attempt 4IT1 practical work; the reverse is less reliable.
- Pearson's heavier AO3 weighting is covered by adding evaluation tasks, which this course does anyway.

The mapping in §7 is **indicative**, at topic level. It is not a claim that the course covers either syllabus, and it must be re-checked against the syllabus version in force when a student sits the examination.

3.4 Version risks

RISK	CONSEQUENCE	MITIGATION
0417 republished for 2029	Later cohorts may face a revised syllabus	Keep the mapping at section level, not learning-outcome level
Pearson 4IT1 issue changes	Assessment weightings could shift	Re-verify before publishing any parent-facing claim
0983 (9–1) chosen instead of 0417	Grading changes, content does not	Choose before printing the prospectus

3.5 The entry route, since the centre is not an exam centre

REQUIREMENT	WHO DOES IT	WHEN
Identify a partner centre that accepts external entries	Centre director	Before the prospectus is printed
Confirm the partner will host 0417 practical components (Papers 2 and 3) or 4IT1 Paper 2	Centre director with partner	Before recruitment
Confirm whether the partner accepts private candidates for this syllabus	Centre director	Before recruitment
Register the student and pay entry fees	Parent, through the partner centre	By the partner's entry deadline, typically months before the series
Sit the examinations	Student, at the partner centre	Per the awarding body's timetable
Receive results and certificates	Student, via the partner centre	Per the awarding body's results schedule

Do not assume private-candidate entry is available for 0417. Cambridge states that availability for private candidates varies by syllabus and component, and practical papers are the usual obstacle. That must be verified with the partner centre, not inferred from the syllabus being current.

Course consequence. The final term includes an explicit progression briefing: what the next qualification requires, which centre the student would sit at, the entry deadline, and an honest statement of the gap between this course and an examination. That briefing is part of the capstone review, not an optional extra.

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4. Graduate profile

A student who completes this course with a Competent profile can be described in one paragraph:

> They work safely and independently on a shared laboratory computer. They can find, name, organise and back up their own files without being told where to save. They produce a formatted document that follows a house style, including a table that survives editing, an image that does not move, and a header that appears on every page. They build a spreadsheet model with formulas, absolute references and a chart that suits the data, and they can explain why a result is wrong. They create a single-table database, query it, and produce a report. They present findings to an audience in six slides without reading the screen. They evaluate a web source for credibility, attribute what they use, write a professional email, and explain the security choices behind their password and backup habits. They can show all of this in a portfolio, and they can explain each decision in their own words.

The profile is deliberately behavioural. "Can use Excel" is not a competency; "can choose an absolute reference because the tax rate must not shift when the formula is copied" is.

4.1 What the profile does not claim

- It does not claim examination readiness. See §11.
- It does not claim mastery of any specific software brand.
- It does not claim the student can program, repair hardware, or administer a network.
- It does not claim a grade. Completion is competency-based; the grade-like levels in §9 are for teaching feedback.

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5. Competency framework

Nine domains, **24 competencies**. Each has a code, a statement of what the student can do, and the evidence a teacher can actually inspect. Codes are internal; they are not awarding-body codes.

5.1 Computer and operating-system literacy

CODE	COMPETENCY	EVIDENCE
OS1	Identify hardware, software and the function of CPU, memory and storage in a working system	Labelled system diagram; oral check with three "what would happen if..." questions
OS2	Navigate an operating system: desktop, windows, settings, peripherals, file associations	Observed checklist: 8 tasks completed unsupervised
OS3	Work safely and troubleshoot common faults: power, display, printer, unresponsive application	Fault log with three real incidents and the action taken

5.2 File and information management

CODE	COMPETENCY	EVIDENCE
FM1	Create and navigate a folder structure to a given convention	Screenshot of the tree, checked against the convention
FM2	Name, save, copy, move, rename, delete and restore files; choose appropriate formats	File audit: 10 operations, correct results, nothing lost
FM3	Select a storage or backup method for a scenario and justify it	One-page written recommendation with a trade-off table

5.3 Document production

CODE	COMPETENCY	EVIDENCE
WP1	Set up a document: page size, orientation, margins, paragraph spacing, alignment	Document with a printed specification checklist
WP2	Apply styles consistently; add headers, footers and page numbers	Styled document; navigation pane or style list inspected
WP3	Insert and control tables and images, including text wrapping and captions	Document with a table that does not split badly and an anchored image
WP4	Proofread, use find and replace, and export a correct PDF	Before/after files plus the exported PDF

5.4 Spreadsheet and data skills

CODE	COMPETENCY	EVIDENCE
SS1	Enter, edit and format data with correct types; validate input	Workbook with a validated column and a formatted table
SS2	Write formulas using arithmetic operators and relative and absolute references	Workbook in which copied formulas produce correct results
SS3	Use SUM, AVERAGE, MIN, MAX, COUNT and a simple IF correctly	Formula sheet plus correct outputs
SS4	Sort and filter; choose and build a chart that fits the data	Workbook with two charts; one-sentence justification each
SS5	Interpret results and identify errors in a model	Annotated screenshot naming two errors and their cause

5.5 Database fundamentals

CODE	COMPETENCY	EVIDENCE
DB1	Explain tables, records, fields, data types, primary keys; distinguish a database from a spreadsheet	Written comparison with three correct distinctions
DB2	Create a single-table database, enter and validate data, query it, produce a report	Database file plus printed query output and report

5.6 Presentation and communication

CODE	COMPETENCY	EVIDENCE
PR1	Plan and build a short presentation for a named audience with consistent design	Six-slide deck and a one-line audience statement
PR2	Deliver the presentation without reading the screen; apply basic accessibility	Observed two-minute talk; slide notes checked

5.7 Internet and research literacy

CODE	COMPETENCY	EVIDENCE
IN1	Explain internet versus web; use URLs, links and search operators	Search log with three queries and why each was chosen

CODE	COMPETENCY	EVIDENCE
IN2	Evaluate source credibility and attribute material correctly	Source evaluation sheet: five sources, two rejected with reasons
IN3	Compose a professional email with subject, structure, attachment and etiquette	Draft email plus a reply-to-a-difficult-message task

5.8 Security and digital responsibility

CODE	COMPETENCY	EVIDENCE
SE1	Apply password, MFA, phishing and malware awareness to realistic scenarios	Scenario quiz: five situations, correct action and reason
SE2	Explain digital footprint, cyberbullying, wellbeing and responsible AI use	Written response to two scenarios, with one policy recommendation

5.9 Independent practical problem-solving

CODE	COMPETENCY	EVIDENCE
IP1	Plan and complete an integrated multi-application task to a brief	Capstone portfolio: report, workbook, charts, presentation, site
IP2	Organise, name and submit files to a convention; document decisions	Submission folder audit plus a 150-word process note

Total: 24 competencies. The minimum completion standard is defined in §6.6.

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6. Course architecture

6.1 Course identity

ITEM	DETAIL
Title	**ICT Foundation Programme** (Pre-O-Level)
Award	Awaken Innovation Lab course completion record — internal, not a qualification
Age	14–16 recommended (13+ by interview)
Entry	Basic computer literacy: can log in, type, use a browser. No office-software experience assumed
Duration	**30 weeks**, 2 lessons per week, 60 minutes each
Guided learning hours	**60** (including 8 hours of assessment)
Terms	Three terms of 10 weeks, matching the centre's existing calendar
Class size	12, one laptop each — a hard ceiling
Language	English, with a bilingual glossary for technical terms

6.2 Why 14–16

The content maps to upper-secondary ICT, and the assessment style — independent practical work to a brief — assumes the organisational maturity of a 14-year-old. A 13-year-old can succeed with a stronger scaffold, but should be interviewed rather than defaulted in. A 16-year-old entering the course is usually doing so a year before an IGCSE start, which is the ideal use.

6.3 Why 60 hours

CONSIDERATION	REASONING
IGCSE is a two-year course	A foundation year at 60 hours is roughly half the taught time of a two-year IGCSE, which is proportionate for readiness rather than coverage
30 weeks × 2 × 60 min fits the centre	It matches the existing three-term, ten-week rhythm and does not require a new timetable
8 hours of assessment	Enough for a diagnostic, three practical assessments, a final written paper and the capstone defence, without eating the teaching year
Practical work needs 60-minute blocks	A 40-minute lesson cannot support "set up, produce, export, check" in one sitting

Compressed variant. If the centre runs 24 weeks, the course drops to 48 hours by removing M9 (web authoring, 3 h) and reducing M3 and M4 by 2 h each, and M10 by 1 h. This weakens Paper 3 preparation and should be sold as a foundation *overview*, not the full programme. It is not the recommended version.

Intensive variant. A 12-week, 4-sessions-per-week summer course can deliver the same 48–60 hours, but retention suffers without spaced practice. Not recommended for 14-year-olds.

6.4 Module architecture

Hours and sequence

#	MODULE	GLH	THEORY	PRACTICAL	PREREQUISITE
M1	Digital Systems and the Lab	5	3	2	—
M2	Files, Storage and Backup	4	1	3	M1
M3	Document Production	8	2	6	M2
M4	Spreadsheets	9	2	7	M2
M5	Databases	5	2	3	M4
M6	Presentations	4	1	3	M3
M7	Internet, Research and Email	5	2	3	M2
M8	Safety and Responsibility	4	3	1	M7
M9	Web Authoring	3	1	2	M2, M3
M10	Capstone: Training Centre Report	5	1	4	All
A1	Term 1 assessment block	3	1	2	M1–M3
A2	Term 2 assessment block	2	1	1	M4–M6
A3	Term 3 assessment block	3	1	2	All
	Total	**60**	**21**	**39**	

Assessment evidence by module

#	MODULE	MAJOR ASSESSMENT EVIDENCE
M1	Digital Systems and the Lab	Labelled system diagram; settings and peripheral checklist
M2	Files, Storage and Backup	Folder audit; 10 file operations; backup recommendation
M3	Document Production	Formatted report to a specification, exported as PDF
M4	Spreadsheets	Working model with absolute references, functions, charts
M5	Databases	Single-table database, query output, report
M6	Presentations	Six-slide deck plus two-minute delivery
M7	Internet, Research and Email	Search log; source evaluation; professional email
M8	Safety and Responsibility	Scenario quiz; written policy recommendation
M9	Web Authoring	Three-page local site, valid structure, working links
M10	Capstone	Integrated portfolio: report, workbook, charts, deck, site
A1	Term 1 assessment	Diagnostic (1 h) + Skills Assessment A (2 h)
A2	Term 2 assessment	Skills Assessment B (1.5 h) + quiz (0.5 h)
A3	Term 3 assessment	Final practical (2 h) + final written (1 h)

Reconciliation: 5 + 4 + 8 + 9 + 5 + 4 + 5 + 4 + 3 + 5 + 3 + 2 + 3 = **60**. Theory 21 + practical 39 = **60**. Theory is **35%**, practical **65%** — deliberately close to the 0417 assessment weighting, where 60% of the qualification is applied work.

6.5 Term structure

TERM	WEEKS	MODULES	ASSESSMENT
1 — Foundations	1–10	M1 (W1–3) · M2 (W3–5) · M3 (W5–9)	Diagnostic W1; Skills Assessment A W10
2 — Data and Communication	11–20	M4 (W1–5) · M5 (W6–8) · M6 (W8–9)	Skills Assessment B W10
3 — Information, Responsibility, Integration	21–30	M7 (W1–3) · M8 (W3–5) · M9 (W5–6) · M10 (W7–9)	Final practical and written W10

Term 3 is deliberately front-loaded: web authoring and the capstone sit late, when students can work without step-by-step instruction.

6.6 Completion standard

A completion record is issued only when **all** of the following are true:

1. Attendance at **80%** or more. Attendance alone is never sufficient.
2. **18 of 24 competencies** at Competent or above.
3. **All eight gateway competencies** at Competent or above: **OS2, FM1, FM2, WP1, SS1, SS2, IN1, SE1**. These are the ones without which the rest cannot be done independently.
4. Capstone (**IP1**) at Competent or above.
5. Final practical assessment at **60%** or more.
6. Final written assessment at **50%** or more.

A student who meets 1–4 but misses 5 or 6 receives a **Course Participation Record** with the competency profile attached, not a completion record. The distinction is stated on the document, not explained verbally.

6.7 Software and hardware

ITEM	MINIMUM	RECOMMENDED	NOTES
Device	12 laptops, dual-core, 4 GB RAM, 128 GB storage, 1366×768	12 laptops, quad-core, 8 GB RAM, 256 GB SSD, 1920×1080	1:1, confirmed. A 13th student breaks the model
Operating system	Windows 10	Windows 11	Instructions are written for Windows; macOS differences noted where they matter
Productivity suite	**LibreOffice 26.2 (installed)**	Same; 7.x or later acceptable	**Confirmed** primary. Free, offline, no licence cost. Microsoft Office mapping in every module
Browser	Chrome or Edge, current	Same, with a second browser for testing	Offline pages and cached resources supplied
Email	Offline simulation pack	Thunderbird with local accounts	No live email account required
Database	LibreOffice Base	LibreOffice Base, with Access mapping	Base is free but fragile; §11 flags this
HTML editor	Notepad	Notepad++	A full IDE is unnecessary and distracts
Printer	One mono laser	Mono laser plus flatbed scanner	Printing is an assessed skill, not an afterthought
Projector	Required	Required	Demonstration is the main teaching mode
Storage	One 16 GB USB per student	Cloud folder where available	USB is the offline fallback for portfolio submission

No paid licence is assumed anywhere in this course. Every practical task has a LibreOffice route and a Microsoft Office route. Where menu names differ, the lesson names both.

6.8 Offline and low-resource design

ACTIVITY	ONLINE VERSION	OFFLINE SUBSTITUTE
Research	Live web search	Cached page pack (10 saved sites) on the local drive; students search the folder
Email	Gmail / Outlook	Thunderbird local accounts, or a paper email template with the same fields
Cloud storage	OneDrive / Google Drive	Local "shared folder" with a read-only subfolder to simulate permissions
Collaboration	Shared document	Two students on one file, taking turns, with a change log
Video conferencing	Live call	Recorded clip plus a structured observation sheet
Website testing	Live hosting	`file://` local site; links tested by hand

ACTIVITY	ONLINE VERSION	OFFLINE SUBSTITUTE
Software help	Online documentation	Printed one-page reference card per application

Every lesson plan in Stage 3 will carry an explicit offline column. A lesson that cannot run without internet is a design fault, not a scheduling problem.

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7. Curriculum mapping — indicative

The mapping is at **topic level**. It shows where the foundation work sits relative to each qualification; it does not claim coverage of either syllabus.

MODULE	CAMBRIDGE 0417 SECTIONS	PEARSON 4IT1 TOPICS
M1 Digital Systems	1 Types and components · 2 Input and output · 3 Storage	1 Digital Devices
M2 Files and Storage	11 File management	6 Software Skills (file management)
M3 Document Production	12 Images · 13 Layout · 14 Styles · 15 Proofing · 17 Document production	5 Applying ICT · 6 Software Skills
M4 Spreadsheets	16 Graphs and charts · 20 Spreadsheets	5 Applying ICT · 6 Software Skills
M5 Databases	18 Databases	5 Applying ICT · 6 Software Skills
M6 Presentations	19 Presentations	5 Applying ICT · 6 Software Skills
M7 Internet and Email	4 Networks · 9 Audience · 10 Communication	2 Connectivity · 3 Operating Online · 4 Online Goods and Services
M8 Safety and Responsibility	5 The effects of using IT · 8 Safety and security	3 Operating Online (safe and responsible practice)
M9 Web Authoring	21 Website authoring	5 Applying ICT (web authoring)
M10 Capstone	11–21 integrated	5 Applying ICT · 6 Software Skills

Read this table as a planning aid, not a specification. Cambridge section names above follow the published 2026–2028 section list; confirm exact wording before quoting it to a parent. Pearson topic names follow the 4IT1 specification, Issue 2.

What the course deliberately does not cover from either syllabus: the systems life cycle (0417 §7) in depth, ICT applications across business sectors (0417 §6) beyond examples, online goods and services as a formal topic (4IT1 Topic 4) beyond the safety and evaluation angle, and examination technique.

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8. Teaching model

The default lesson shape, to be varied where the task demands it:

PHASE	MINUTES	PURPOSE
Retrieval	5	Three questions on last lesson; no notes
Objective and relevance	3	What will exist at the end that does not exist now
Demonstration	10	Teacher does it once, narrating decisions, not just clicks
Guided practice	10	Class follows on their own machines, one step behind
Independent task	22	A brief with a specification and a save name
Review and check	5	Two student screens projected; one fault named
Exit ticket	5	One question that proves the objective

Three rules that carry the course:

1. **Every lesson produces a file.** If nothing is saved, nothing was learned that can be evidenced.
2. **Every file has a name before it has content.** Naming conventions are taught in M2 and enforced in every later module.
3. **Every practical task has a specification the student can check themselves against.** "Make it look nice" is not a task.

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9. Assessment architecture (overview)

Full rubrics are Stage 4. The shape is fixed now because it determines the hours.

ASSESSMENT	WHEN	DURATION	WEIGHT IN COMPLETION DECISION	FORMAT
Diagnostic	Term 1, Week 1	60 min	None — placement only	Practical checklist + confidence survey
Formative checks	Every lesson	5 min	None	Exit ticket; two marked against success criteria
Skills Assessment A	Term 1, Week 10	120 min	Gateway evidence	Practical: file management and document production
Skills Assessment B	Term 2, Week 10	90 min	Gateway evidence	Practical: spreadsheet model, database query, slide
Capstone	Term 3, Weeks 7–9	Within M10	Required at Competent	Integrated portfolio
Final practical	Term 3, Week 10	120 min	60% threshold	Unseen brief, three applications
Final written	Term 3, Week 10	60 min	50% threshold	Short answer, scenarios, no software

Rubric levels: Beginning · Developing · Competent · Proficient. Four levels, not five: a middle "satisfactory" band invites marking by impression.

What is assessed: accuracy, independence, task completion, tool selection, file organisation, presentation quality, and safe/responsible practice. **What is not assessed:** speed, visual decoration, or whether the student used the same menu route as the teacher.

Marking discipline. Every practical rubric names the evidence to be inspected and the file it lives in. A marker who cannot find the evidence marks it as absent, not as assumed.

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10. Decisions the centre must confirm

#	DECISION	STATUS	ANSWER
1	Cambridge 0417, Pearson 4IT1, or common core only?	**Open**	Common core against 0417, Pearson mapped — recommended until a board is chosen
2	Is the centre an approved exam centre?	**Resolved**	No. Students sit at an approved centre elsewhere; §3.5 governs the entry route
3	Age range 14–16, or 13–16?	**Open**	14–16, 13 by interview
4	30 weeks × 2 × 60 min?	**Open**	Yes
5	Class size and devices?	**Resolved**	12 students, 12 laptops, 1:1. Hard ceiling
6	LibreOffice or Microsoft Office as primary?	**Resolved**	LibreOffice; Microsoft Office mapped
7	Printer and scanner available?	**Open**	At least one mono laser; scanner preferred
8	Is email live or simulated?	**Open**	Simulated unless reliable
9	Will the centre issue its own completion record?	**Open**	Yes, internal only
10	Is Burmese glossary support required?	**Open**	Yes — technical terms only

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11. Quality and feasibility assessment

11.1 What this course can honestly claim

A student who completes it at Competent has **foundation-level practical ICT competence**: they can operate a computer independently, produce and organise professional documents, build a spreadsheet model, query a small database, present findings, evaluate information, and behave securely. They are **better prepared** for an IGCSE ICT course than a student entering from general computer use.

11.2 What it cannot claim

CLAIM THAT MUST NOT BE MADE	WHY
"IGCSE-ready"	60 hours is roughly half a two-year course; exam technique, breadth and speed are not taught
"Equivalent to IGCSE ICT"	No external assessment, no moderation, no awarding-body recognition

CLAIM THAT MUST NOT BE MADE	WHY
"Covers the 0417 syllabus"	It covers a subset at foundation depth; §7 is explicit about the gaps
"Guarantees a grade"	No course can, and this one does not attempt exam preparation

11.3 Coverage completed

All ten scope areas in the brief (A–J) are represented. Web authoring (I) is **core, not optional**, because Cambridge Paper 3 assesses it and omitting it would make the foundation year misleading. That is a deliberate departure from the brief's "optional or extension" suggestion.

11.4 Coverage intentionally excluded

- Systems life cycle in depth (0417 §7) — one lesson of exposure at most, in M1.
- Business-sector ICT applications (0417 §6) — examples only, no survey of sectors.
- Online goods and services as a formal topic (4IT1 Topic 4) — handled through safety and evaluation, not commerce.
- Programming of any kind, including JavaScript.
- Hardware repair, network administration, server configuration.
- Exam technique, timed past papers, mark-scheme training.

11.5 Assumptions that could break the design

ASSUMPTION	IF WRONG	IMPACT
Windows lab	macOS or Linux lab	Screenshots and menu paths need rewriting; hours unchanged
LibreOffice available	Only Office, or only Google Workspace	Base becomes Access or a spreadsheet workaround; M5 changes
12 laptops, 1:1	Fewer than 12 working laptops	Practical time doubles or the class cap falls; 60 h no longer sufficient for 12 students
Reliable power	Frequent outages	Save-early discipline mitigates, but practical assessments need a UPS
English at B1	Lower	Vocabulary load rises; Stage 3 needs more glossary and slower pacing
Partner centre accepts external entries, including practical papers	No partner found	Students complete the foundation but cannot progress locally; the prospectus claim must be withdrawn

11.6 Resource dependencies

The design depends on five things that are not teaching decisions: **devices, a printer, a projector, a stable LibreOffice install, and a supervised file-share for submissions**. If any is missing, the affected module needs a documented workaround before the course is sold.

11.7 Recommended pilot

Run **M1 and M2 only** with one group of 8–12 students before committing to the full build. The pilot tests the two things most likely to fail: mixed prior experience, and file management under exam-like conditions. If students cannot independently create, name and find a folder structure after four hours, the rest of the course will not run as designed.

11.8 What would make me change this architecture

- A centre that already teaches IGCSE ICT and wants a *remedial* course, not a foundation: shorten M1–M2 and extend M3–M4.
- A centre with no printer: remove printing from assessment and adjust 0417 mapping honesty.
- A 13–14 age cohort: add a fourth term or reduce M9 and M10.

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12. What Stage 2 will produce

A week-by-week scheme of work for all 30 weeks:

- 60 lesson titles, numbered consistently with the modules above.
- For each lesson: module, topic, learning outcome, practical output, assessment point.
- A verified hour count that matches §6.4 to the lesson.
- The diagnostic and the three assessment blocks scheduled.
- A resource list per week, including which files must be prepared.

Stage 2 does not write lesson plans. It fixes the sequence so Stage 3 can be written in batches of ten without rework.

Sources

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3. Cambridge International. *Cambridge IGCSE (9–1) Information and Communication Technology 0983 — Syllabus for examination in 2026, 2027 and 2028.* <https://www.cambridgeinternational.org/Images/697246-2026-2028-syllabus.pdf> (accessed 28 November 2026).
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