



**Oxford International Computing** matched to the  
**Cambridge International Diploma, ICT Starters** syllabus



## Using Oxford International Computing alongside the Cambridge International Diploma ICT Starters syllabus

### Oxford International Primary Computing

A complete 9-year primary computing course that takes a real-life, project-based approach to teaching young learners the vital computing skills they will need for the digital world.

The Oxford International Computing series builds students' competencies in digital literacy, computational thinking, programming, multimedia, and working with numbers and data. Each unit builds a series of skills towards the creation of a final project.

### Cambridge ICT Starters

Students build on the competence achieved at each level of the scheme ('Initial Steps', 'Next Steps', and 'On Track') across four suggested concept areas:

1. Using ICT hardware and software, and developing knowledge of ICT;
2. Communicating using ICT;
3. Handling information using ICT;
4. Programming solutions to problems.

**The charts on the following pages clearly map how the Oxford International Computing series matches the learning objectives set out in the Cambridge ICT Starters syllabus.**

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# CAIE Module: Starting with Text (4269)

Stage 1	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Starting with Text (4269)</b>						
<b>OIC strand: Using software for creativity and productivity</b>						
1. Enter simple words, using keyboard or other input device		Unit 5				
2. Select and edit text		Unit 5				
3. Select basic icons (e.g. print, save or spellcheck) using the mouse or other pointing device		Unit 5				
4. Name, save and retrieve documents		Unit 5				
5. Use appropriate methods to check text is error free			Unit 5			

# CAIE Module: Starting Images (4270)

Stage 1	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Starting Images (4270)</b>						
<b>OIC strand: Using software for creativity and productivity</b>						
1. Use simple shapes and lines to create pictures or patterns	Unit 5					
2. Edit pictures, using visual effects	Unit 5					
3. Add details to an existing picture, using straight lines or geometric shapes	Unit 5					
4. Copy or delete a character or object	Unit 5					
5. Use 'save as' to store edited pictures *	Unit 5					

\*This outcome specifies 'save as' as the saving of a file provided by the teacher which is then modified by the learner. In Unit 5 the learner creates and saves the image. 'Save as' is included in Book 2, Unit 5, Lesson 1.

# CAIE Module: Starting Graphs (4271)

Stage 1	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Starting Graphs (4271)</b>						
<b>OIC strand: Using software for creativity and productivity</b>						
1. Store and classify information *	Unit 6	Unit 6				
2. Present information in charts or graphs			Unit 6			
3. Use charts or graphs to answer simple questions			Unit 6			
4. Draw simple conclusions from charts or graphs			Unit 6			

\*Book 2, Unit 6 content provides further opportunities to store and classify data, and it also introduces simple formulas. The use of formulas is not a requirement of Starting Graphs; however, the introduction of simple formulas at this stage provides a useful bridge into the Exploring Spreadsheets module (4280).

# CAIE Module: Starting Programming (4272)

Stage 2	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Starting Programming (4272)</b>						
<b>OIC strand: Programming and computational thinking</b>						
1. Plan a short sequence of instructions (an algorithm) to achieve a specified objective		Unit 3				
2. Create a program as a sequence of instructions to achieve a specified objective		Unit 4				
3. Predict what the sprite will do when given a short program as a sequence of instructions	Unit 3 Unit 4	Unit 4				
4. Create a program that moves a sprite at least five times and turns it through angles of other than 90 or 180 degrees, to reach a specific target		Unit 4				
4. Correct (debug) a short program containing one error		Unit 4				

# CAIE Module: Starting Searches (4273)

Stage 2	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Starting Searches (4273)</b>						
<b>OIC strand: Digital literacy</b>						
1. Use buttons, menus and indexes to search for and navigate to information	Unit 2	Unit 2				
2. Use keywords to search for information		Unit 2				
3. Provide evidence of research undertaken		Unit 2				
4. Select appropriate keywords		Unit 2				
5. Select appropriate results		Unit 2				

# CAIE Module: Starting Email (4274)

Stage 2	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Starting Email (4274)</b>						
<b>OIC strand: Digital literacy</b>						
1. Create and send email messages			Unit 2			
2. Reply to email messages			Unit 2			
3. Collect and read email messages			Unit 2			
4. Use email folders *						
5. Forward email messages and copy to another recipient *						

\*Learning objective not covered in OIC books.

# CAIE Module: Exploring Documents (4278)

Stage 1	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring Documents (4278)</b>						
<b>OIC strand: Using software for creativity and productivity</b>						
1. Create and edit a text document				Unit 5		
2. Edit text for a specific audience *				Unit 5		
3. Add images or other objects to a document				Unit 5	Unit 5	
4. Refine and organise the layout of a document for a specific audience				Unit 5		
5. Evaluate a finished document **				Unit 5		Unit 2

\*Book 4, Unit 5 has some reference to writing for an audience, but it may be that the teacher needs to reinforce the messages in the context of the Cambridge assessment requirement.

\*\*Book 6, Unit 2.6 guides the learner on how to evaluate a web page they have created. This guidance can be transferred to a word-processed document.

# CAIE Module: Exploring Images (4279)

Stage 1	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring Images (4279)</b>						
<b>OIC strand: Using software for creativity and productivity</b>						
1. Create repeating patterns, using stamps and/or copy tools *		See note *				
2. Create pictures, using a variety of tools and effects **		Unit 5			Unit 5	
3. Select appropriate objects, copy and resize them **		Unit 5			Unit 5	
4. Save drafts showing the development of the design ***		See note ***				

\*This learning objective is not addressed specifically, but there are many instances throughout the OIC book series where learners are required to cut, paste, and copy objects in documents.

\*\*In Book 2 learners build a document that incorporates graphical elements such as shapes. Book 5 introduces the import and modification of photographs.

\*\*\*This learning objective is not addressed specifically, but there are many instances throughout the OIC book series that require learners to save files using the original filename and to save-as using a new filename.

# CAIE Module: Exploring Spreadsheets (4280)

Stage 1	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring Spreadsheets (4280)</b>						
<b>OIC strand: Using software for creativity and productivity</b>						
1. Enter labels and numbers into a spreadsheet				Unit 6		
2. Enter and copy simple formulas *				Unit 6		
3. Create a graph				Unit 6		
4. Modify data					Unit 6	
5. Use a spreadsheet to answer a modelled scenario ('what if')*					Unit 6	

\*OIC content does not cover copying formulas in either Book 4 or 5.

# CAIE Module: Exploring Databases (4281)

Stage 1	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring Databases (4281) *</b>						
<b>OIC strand: Using software for creativity and productivity</b>						
1. Add new records to a data file						Unit 6
2. Identify field types						Unit 6
3. Use 'equals', 'more than' and 'less than' in searches **						Unit 6
4. Rephrase a given question in terms of search criteria						Unit 6
5. Interpret data ***						Unit 6

\*The OIC materials do not use a database application. Instead, single-table database type applications are developed using advanced features in a spreadsheet application.

\*\*Where a spreadsheet is used to create data tables, filtering is used to carry out searches. The filtering examples used in Book 6, Unit 6 are carried out on text fields, limiting opportunities to use more complex logical conditions.

\*\*\*Book 7, Unit 6 offers further opportunities for learners to interpret data.

# CAIE Module: Exploring Programming (4282)

Stage 2	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring Programming (4282)</b>						
<b>OIC strand: Programming and computational thinking</b>						
1. Plan an algorithm involving repetition to draw a simple shape or pattern			Unit 3			
2. Create a program using repetition to produce a simple shape or pattern			Unit 4			
3. Predict the output of a program that includes repetition			Unit 3			
4. Plan an algorithm to draw a complex shape or pattern, using decomposition			Unit 4			
5. Create a procedure and use it in a program to draw a complex shape or pattern			Unit 4			

# CAIE Module: Exploring the Internet (4283)

Stage 2	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring the Internet (4283)</b>						
<b>OIC strand: Digital literacy</b>						
1. Use internet tools to find information				Unit 2	Unit 2	
2. Evaluate relevance and usefulness of material				Unit 2	Unit 2	
3. Store and retrieve information				Unit 2	Unit 2	
4. Copy and paste information from a website				Unit 2	Unit 2	
5. Save URLs and objects from a website				Unit 2	Unit 2	
6. Use extended search skills				Unit 2	Unit 2	



# CAIE Module: Exploring Email (4284)

Stage 2	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring Email (4284)</b>						
<b>OIC strand: Digital literacy</b>						
1. Compose, edit, read and respond to emails			Unit 2			
2. Add addresses to the address book *						
3. Use the address book to send copies, blind carbon copies and forward emails *						
4. View an attachment			Unit 2			
5. Add an attachment to an email			Unit 2			
6. Manage email folders *						

\*Learning objective not covered in OIC books.

# CAIE Module: Exploring Multimedia (4285)

Stage 2	Unit reference					
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>CAIE Module: Exploring Multimedia (4285)</b>						
<b>OIC Outcome: Using software for creativity and productivity</b>						
1. Create a page of text, images and sounds which are activated by appropriately named and positioned buttons			Unit 5		Unit 5 *	
2. Use effective page design			Unit 5			Unit 2 **
3. Organise screens and identify appropriate choices and links			Unit 5			Unit 2 **
4. Create pages which offer the user options ***						Unit 2
5. Demonstrate how the presentation meets the needs of the intended audience ****						

\*Book 5, Unit 5 provides useful supplementary material on processing images and combining images and text in a document.

\*\*Book 6, Unit 2 focuses on web design but contains useful supplementary content on page layout, choosing resources, and links.

\*\*\*Content on using options in a presentation is found in Book 8, Unit 2.6.

\*\*\*\*Requires additional input—skills in this area are developed in activities throughout the OIC series rather than in a specific lesson/unit.

# CAIE Module: Documents for a Purpose (4289)

Stage 1	Unit reference			
	Book 6	Book 7	Book 8	Book 9
<b>CAIE Module: Documents for a Purpose (4289)</b>				
<b>OIC strand: Using software for creativity and productivity ****</b>				
1. Create and format text which is suitable for a particular purpose *				
2. Adjust properties to allow graphics, or other objects, to fit well within the document **				
3. Insert a table into a document ***				
4. Use advanced formatting features				
5. Use page-formatting options ***				
6. Adjust page formatting for a specific audience *				

\*There is content to address the requirements of this learning objective in Book 4, Unit 5.5, but it may not be age-appropriate for this module.  
 \*\*There is content to address the requirements of this learning objective in Book 5, Unit 5.6, but it may not be age-appropriate for this module.  
 \*\*\*Learning objective not covered.  
 \*\*\*\*The lower secondary books in the OIC series focus on video and audio creation rather than traditional print-based document creation.

# CAIE Module: Multimedia for a Purpose (4290)

Stage 1	Unit reference			
	Book 6*	Book 7	Book 8	Book 9
<b>CAIE Module: Multimedia for a Purpose (4290)</b>				
<b>OIC strand: Using software for creativity and productivity</b>				
1. Create a plan for a presentation	Unit 5		Unit 2	
2. Recognise and select appropriate source materials	Unit 5		Unit 2	
3. Incorporate transition and animation	Unit 5			
4. Incorporate timings, audio and 'build' effects	Unit 5			
5. Demonstrate a clear sense of audience and purpose			Unit 2 Unit 5	

\*The main content for this unit is to be found in Book 6, Unit 5. Valuable supplementary material can be found in Book 8, Units 2 and 5.

# CAIE Module: Spreadsheets for a Purpose (4291)

Stage 1	Unit reference		
	Book 7	Book 8	Book 9
<b>CAIE Module: Spreadsheets for a Purpose (4291)</b>			
<b>OIC strand: Using software for creativity and productivity *</b>			
1. Design a spreadsheet with a specific purpose		Unit 6	Unit 6
2. Create the spreadsheet		Unit 6	Unit 6
3. Test the spreadsheet **		Unit 6	Unit 6
4. Modify the spreadsheet to make it suitable for its purpose		Unit 6	Unit 6
5. Evaluate the spreadsheet		Unit 6	Unit 6

\*In both Book 7 and Book 8, Unit 6 involves building a spreadsheet to meet a specific objective. Either activity will meet the requirements of this module.

\*\*Testing is more directly addressed in Book 8.

# CAIE Module: Databases for a Purpose (4292)

Stage 1	Unit reference		
	Book 7	Book 8	Book 9
<b>CAIE Module: Databases for a Purpose (4292)</b>			
<b>OIC strand: Using software for creativity and productivity *</b>			
1. Identify a purpose for a database		Unit 6	Unit 6
2. Design, create and develop a database for a specific purpose		Unit 6	Unit 6
3. Utilise different field types		Unit 6	Unit 6
4. Test database		Unit 6	Unit 6
5. Demonstrate an awareness of data security			Unit 1 **
6. Transfer data between applications ***			

\*In both Book 7 and Book 8, Unit 6 involves building a database table to meet a specific objective. Either activity will meet the requirements of this module.

\*\*There is some relevant material in Book 8, Unit 1.6, but this learning outcome requires supplementary material.

\*\*\*No coverage of this learning objective.

# CAIE Module: Programming for a Purpose (4293)

Stage 2	Unit reference					
	Book 4	Book 5	Book 6	Book 7	Book 8	Book 9
<b>CAIE Module: Programming for a Purpose (4293) *</b>						
<b>OIC strand: Programming and computational thinking</b>						
1. Plan an interactive program using abstraction	Unit 3	Unit 3	Unit 3	Unit 3		
2. Create and test an interactive program using selection, input and output	Unit 4	Unit 4	Unit 4	Unit 4		
3. Predict the output of an interactive program that uses input and selection	Unit 3	Unit 3	Unit 3	Unit 3		
4. Create and formally test an interactive program using selection, input and output	Unit 4	Unit 4	Unit 4	Unit 4		
5. Correct (debug) a short interactive program containing more than one error	Unit 4	Unit 4	Unit 4	Unit 4		

\*The CAIE curriculum allows for the use of Scratch or a high-level programming language such as Python to achieve the learning objectives in this module. Learners using Scratch may develop their programming skills using the content in Books 4 and 5 of the OIC series. Learners using Python can employ the skills they develop in Books 6 and 7. Book 6 provides a bridge between Scratch and Python.

# CAIE Module: Website Design for a Purpose (4294)

Stage 2	Unit reference			
	Book 6	Book 7	Book 8	Book 9
<b>CAIE Module: Website Design for a Purpose (4294)</b>				
<b>OIC strand: Digital literacy</b>				
1. Create a series of connected web pages	Unit 2			
2. Include links	Unit 2			
3. Insert images	Unit 2			
4. Demonstrate user awareness	Unit 2			
5. Recognise HTML code*				

\*There is no detailed discussion of HTML nor examples shown in the OIC series.

# CAIE Module: Networks for a Purpose (4295)

Stage 2	Unit reference			
	Book 5	Book 7	Book 8	Book 9
<b>CAIE Module: Networks for a Purpose (4295)</b>				
<b>OIC strand: The nature of technology *</b>				
1. Design a simple network **	Unit 1		Unit 1	
2. Identify the purpose and components of a network	Unit 1		Unit 1	
3. Demonstrate understanding of management issues associated with networks ***	Unit 1		Unit 1	
4. Understand network security issues	Unit 1		Unit 1	

## Notes

\*Relevant content appears in Books 5 and 8 of the OIC series. Book 5 provides a useful introduction to networks, but book 8 can be used standalone. There is some content relevant to Learning Objective 4 in Book 5, Unit 1.2 regarding network log-in that is not covered in Book 8.

\*\*There is no activity similar in scope to the suggested assessment (design a home network) in the Cambridge syllabus. The information students need is provided in the OIC textbooks, but the teacher will need to provide an activity to use this information in the context of the required assessment.

\*\*\*This objective may need some additional input from the teacher.

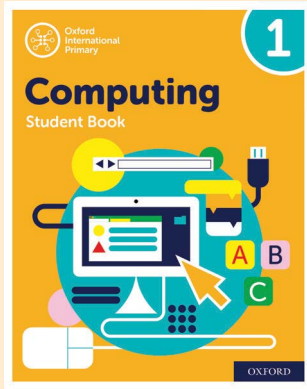
# CAIE Module: Video or Animation for a Purpose (4296)

Stage 2	Unit reference			
		Book 7	Book 8	Book 9
<b>CAIE Module: Video or Animation for a Purpose (4296)</b>				
<b>OIC Outcome: Using software for creativity and productivity</b>				
1. Create a plan for video or animation			Unit 5	Unit 5
2. Create source material for video or animation		Unit 5	Unit 5	Unit 5
3. Produce video or animation with appropriate software			Unit 5	Unit 5
4. Add soundtrack or narration to video or animation				Unit 5
5. Demonstrate awareness of how the finished media text addresses a specific audience			Unit 5	

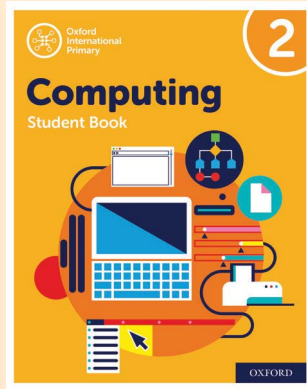
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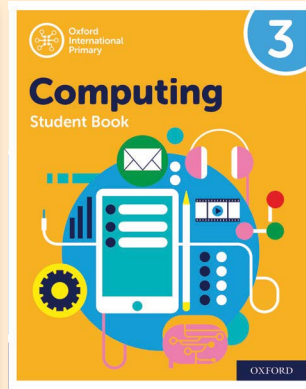
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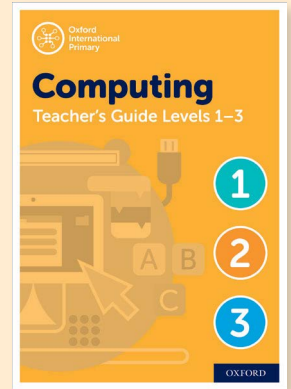
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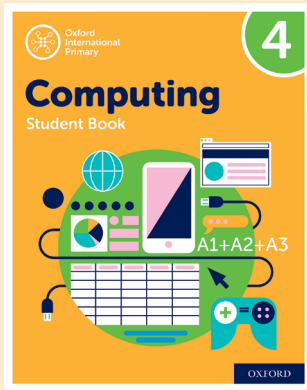
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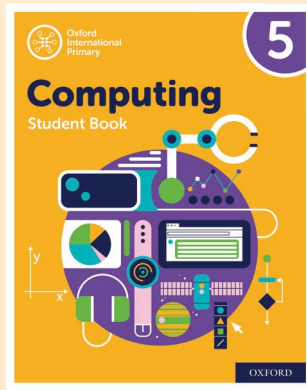
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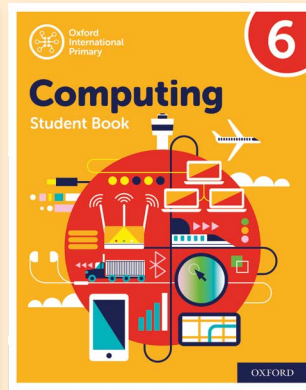
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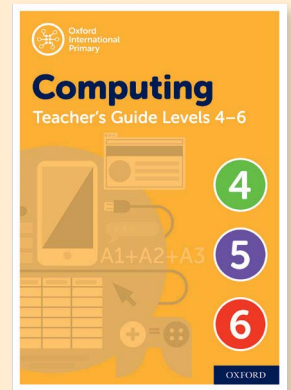
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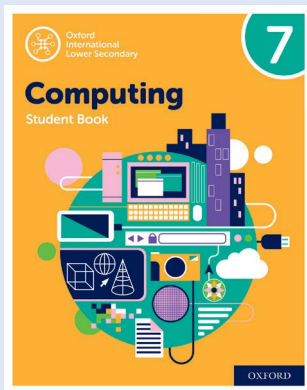


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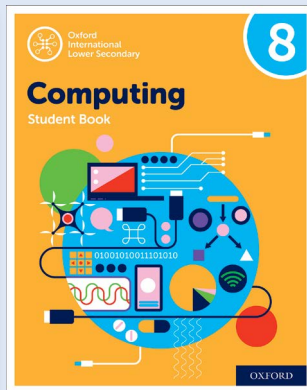


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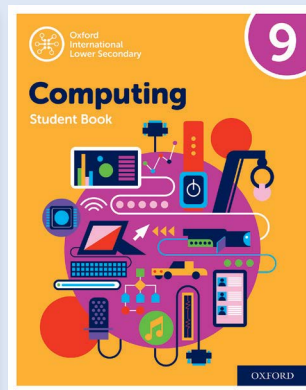
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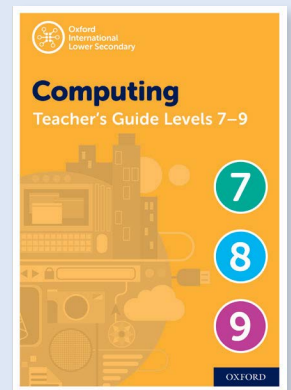
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