



Techniques for Effective Learning - starting in the first week of Year 10

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Resources Folder: *bit.ly/CnDF2026*



Session description:

Specifications may change, but **good teaching methods and practice stay the same**. Or do they? And often the tools for learning change or go for good... goodbye Repl.it and Trinket!

Following on from my “Just One Thing” talk two years ago, I’d like to show you what I have been using to help my **Year 10s learn well**, and how

I tweak things for **Year 11s** leading up to the exams.

I’ll include some of the **best ideas from the Pearson Webinar series** this year and how I have improved how we use **Smart Revise** - one learning tool that keeps improving.

Please be ready to share your ideas too...

P/E Webinars 2025-26

Pearson Edexcel GCSE

Computer Science (2020)

[Sign up to our Computing reform teaching panel](#) > [Get involved](#)

Course materials

FILTERS CLEAR ALL

Teaching and learning materials (89) SORT BY

CATEGORIES

- Specification and sample assessments (6)
- Exam materials (48)
- Forms and administration (5)
- Teaching and learning materials (89)

Past training content NEW

CONTENT TYPE ^

- All
- Past training content (46)

<https://qualifications.pearson.com/en/qualification/s/edexcel-gcses/computer-science-2020.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FPast-training-content>



GCSE Computer Science: Effective Teaching and Learning for Paper 2 (2025)

| ZIP 3.1 MB | 24 November 2025



GCSE Computer Science: Preparing Students for Challenging Concepts and Principles in Paper 1

| ZIP 2.9 MB | 22 April 2026



GCSE Computer Science: Preparing Students for Challenging Concepts and Principles in Paper 2

| ZIP 987.3 KB | 22 April 2026



GCSE Computer Science: Tackling 6-Mark Questions in Paper 1

| ZIP 15.0 MB | 27 April 2026



GCSE Computer Science: Deep Dive into Paper 2 – Questions 5 and 6

| ZIP 7.9 MB | 12 June 2026

NEW



Share 1 - go to google doc from start

Name and email

Exam board for GCSE CS

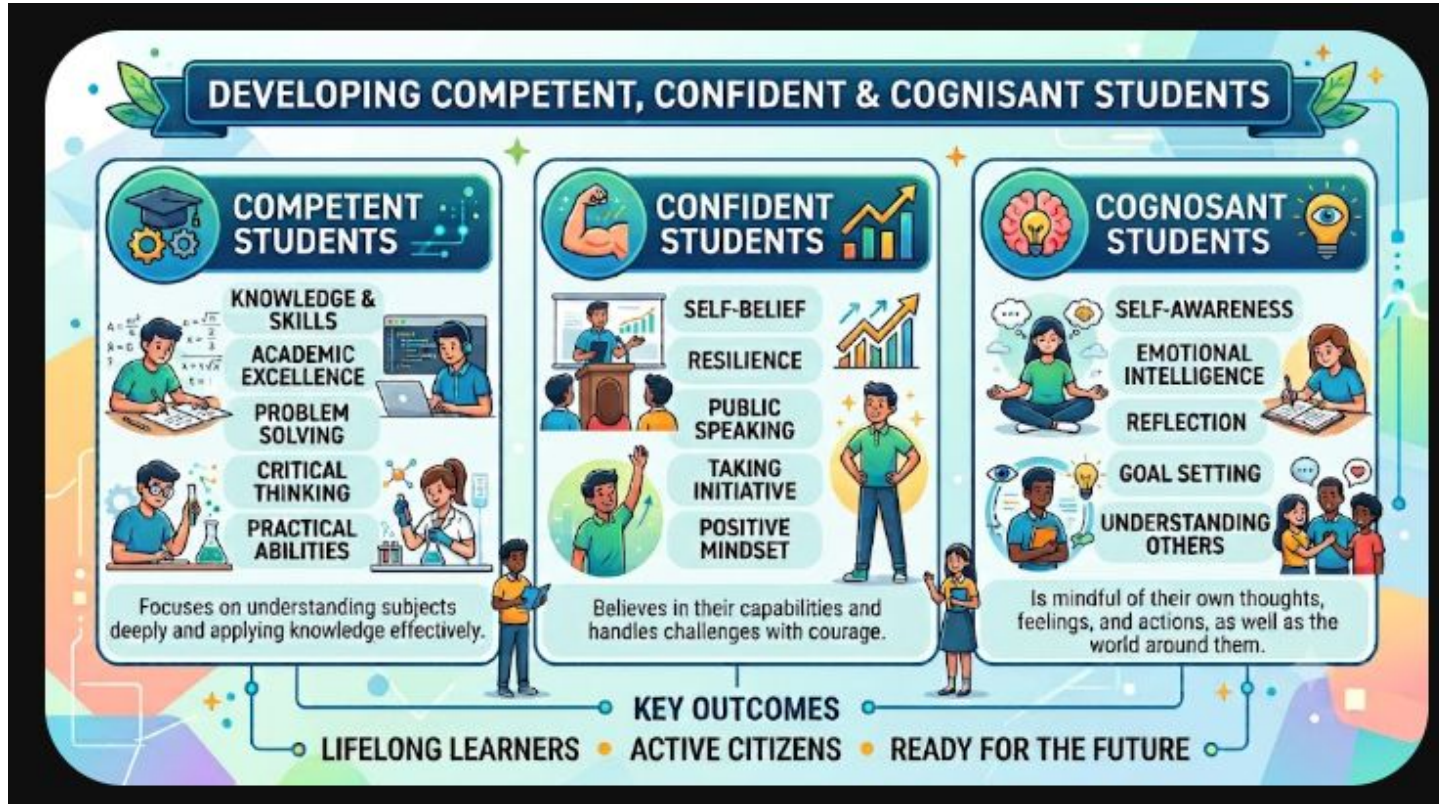
Use of Smart Revise?

AND - If you were asked for
THREE characteristics you would want
from your Y11 students,
what would they be?

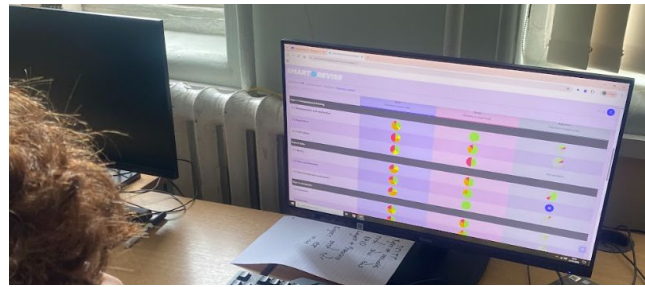
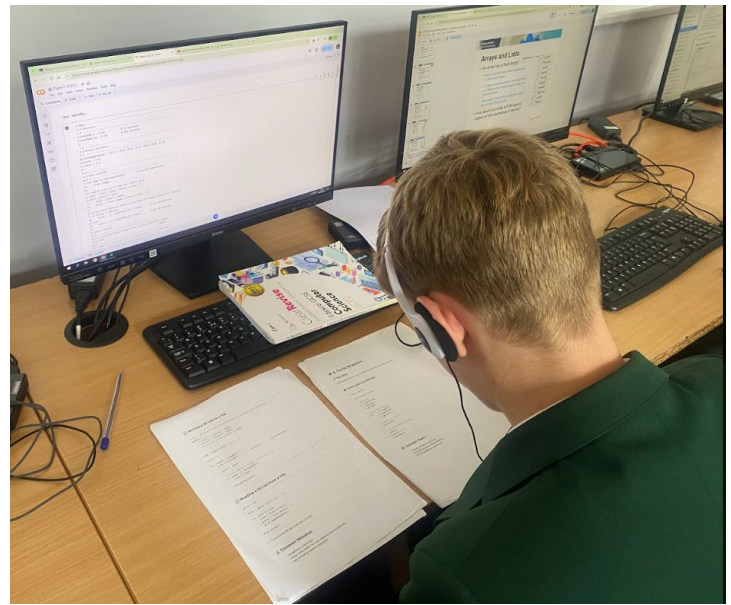
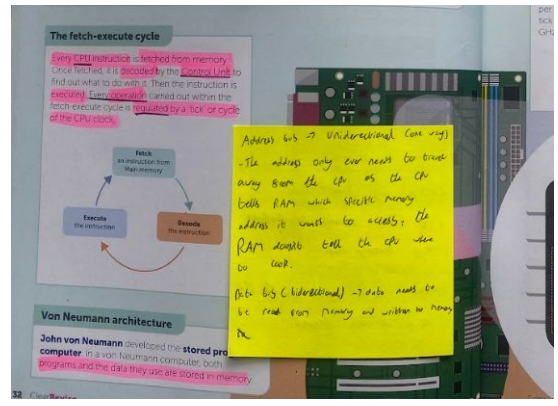
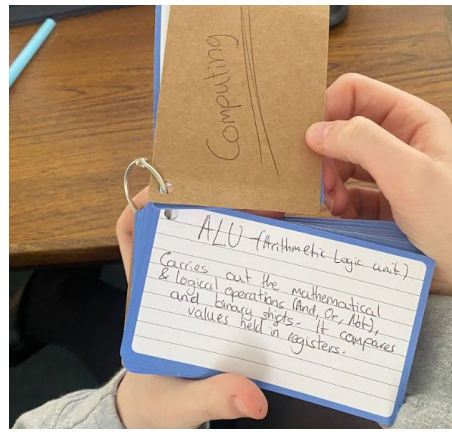
**If I was asked for
THREE characteristics I would want
from my Y11 students,
what would they be?**

1. **Competent** students
2. **Confident** students
3. **Cognisant** students

Gemini, please make an infographic showing competent, confident and cognosant students:



All students are different...



Year 10 - Structure of the course - Theory

Share 2a - Theory Resources

Narratives 1 - Will it make the boat go faster?

Article – Will it make the Boat Go Faster? Out-learning, not out-working...

The following article is a great example about setting a clear goal, working smarter and having a growth mindset. I wrote it soon after starting in a new school to inform and motivate staff. I listened to them for a couple of weeks and how best to do it and I went to assemblies.

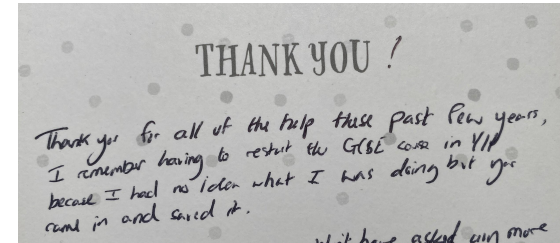
However, I was using a framework to not focus – as Davis, broad

he and his rowing team chose to work smarter and with a very clear and precise goal to get better at what they were doing. In their case rowing to win a gold medal at the Sydney Olympics... hence the question – Will it make the Boat Go Faster?



22.55 “We started doing things differently in October 98. Rowing like most sports is about rhythm and timing. Our first regatta was in Belgium in May, a World Cup regatta and we hadn’t done any work on starts, or race sharpness. We just wanted to generate the right rhythm for the middle of the race. Our goal was 1800m at this rhythm. We finished and people were shouting at us and we didn’t know what we had done wrong. We had come second! We realised then that concentrating on the performance stuff could work”.

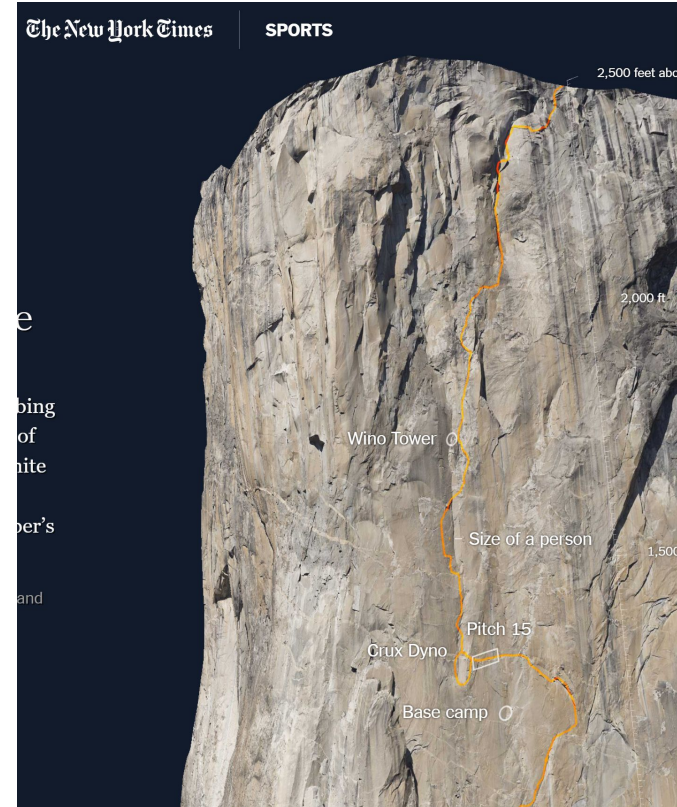
24.40 “We worked incredibly hard on learning. We worked really hard on a learning culture. We were not going to out-work people, but we needed to out-learn people every day”.



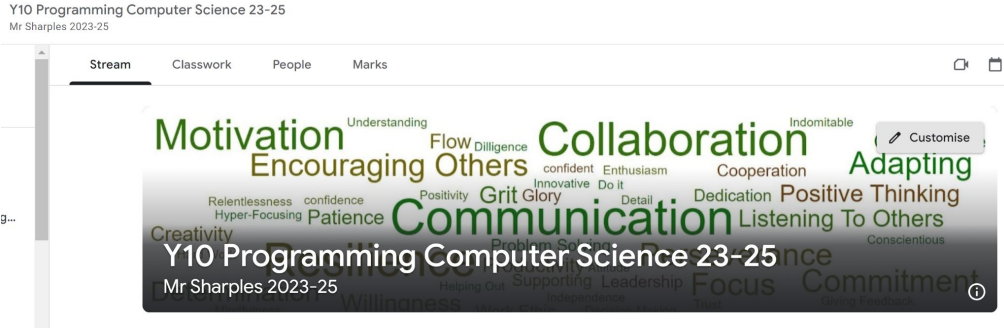
<https://qr8computing.wordpress.com/2023/12/01/will-it-make-the-boat-go-faster-out-learning-not-out-working/>

You can listen to the podcast [here](#), with highlighted sections below; the video of the Sydney 2000 Olympics Rowing 8s final [here](#); and buy the book [here](#).

Narratives 2 - Dawn Wall



Narratives 2 - Dawn Wall - Word clouds



11 - Computer Science

Programming - Mr Sharples 24-26



Share 2 - go to google doc from start

My summary:

- SWOW - see right
- PGOonline slides, worksheets and revision slides with reflections
- Smart Revise - see later
- Hand mark Topic Tests with formative assessment to develop exam technique
- ****Now issuing getting started guide topics for Y10s***

KS4 Computer Science - Standard Ways of Working

Get the best ways of working to be Competent, Confident and Cognisant!

About the Edexcel GCSE in Computer Science

Click in [Google Classroom](#) > [Y10 Computer Science 2021-22](#) > [Important Resources for:](#)
Full syllabus / two page at-a-glance syllabus / this Standard Ways of Working.

Theory Book:

We use the Pearson Text Book and I will suggest you get the Pearson workbook at the beginning of Y11.

Slides:

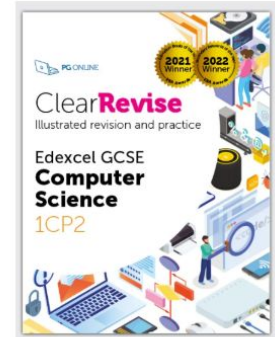
Every PGOonline Unit has six topics, each with slides, worksheets and homework sheets.

Use slides and worksheets for practising answering questions

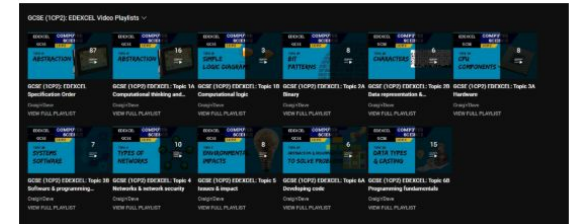
Complete revision slides with your own learning journey

Each unit has an **End of Unit Test** supplemented by past exam questions.

**Make sure you have corrected ALL questions so you know what to say if you get them in the real exam*.*



[101 videos](#) from Craig and Dave explaining all units of Edexcel



Year 10 - Structure of the course - Programming

Share 2b - Programming Resources

I will miss Trinket...

trinket Connect Home Plans Learn Help csharplesadmin Sign Out

@RS Pearson Edexcel Y10/11 Trinkets THIS ONE 2025-26 by Chris Sharples

Y10-04-CT24: Assessment Qu9 (PGO2A Qu6... Page Assignment

Y10-05-CT25: Merge sort MISS OUT 2025

Y10-05-CT26: Reading files*

Y10-05-CT27: String processing*

Y10-05-CT28: Writing files*

Y10-05-CT29: Authentication*

Y10-05-CT2672829Homework answers

Y10-05-CT30: Assessment Qu3

Y10-05-CT30: Assessment Qu4

Y10-05-CT30: Assessment Qu5

Page Assignment

10-06

Y10-06-CT31: Turtle introduction, pens and ...

Y10-06-CT32: Turtle movement, coordinate...

Trinket Outline

Y10-05-CT28: Writing files* Edit

Click [here](#) for combined Slides for Y10-05-CT28: Writing files

Worksheet Activities followed by Homework Tasks:

Activity 1a - recreating a data file and writing it line by line

Here is the hex dump of the file with the carriage return and line feed control characters shown in green.

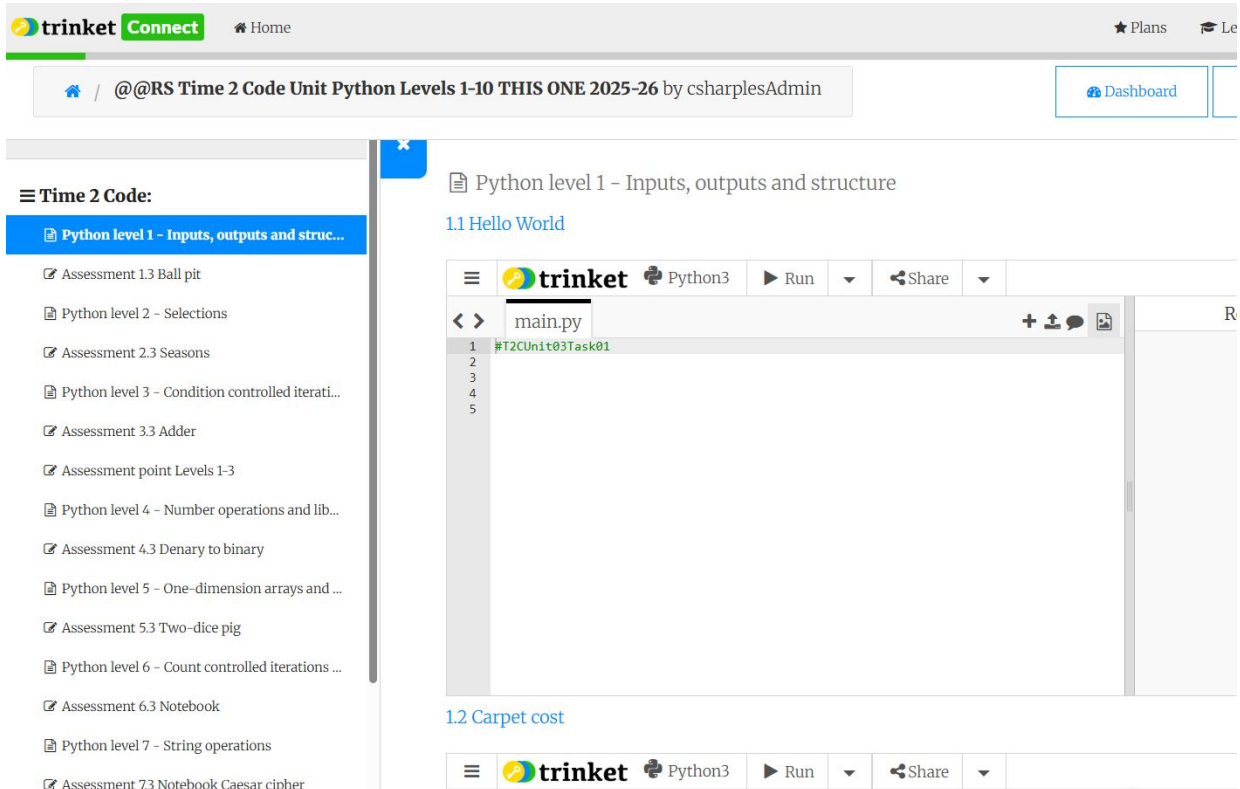
```

BrowsersOutput.txt
00: 00 01
00: 4B 6E
10: 34 2C
20: 38 2E
30: 0D 0A
40: 2E 34
50: 32 2E
60: 64 67
70: 74 65
80: 32 2E
    
```

Update about the future of Trinket
Trinket will be shutting down in early August 2026.

The text file image below is what it should 'look' like, when you amend and run the trinket. Notice that data item is separated by commas except at the end of a line AND every record is on a new line and that there is no extra line at the bottom of the file.

Time 2 Code



The screenshot shows the Trinket Connect interface. At the top, there's a navigation bar with the Trinket logo, 'Connect', 'Home', 'Plans', and 'Le'. Below this is a breadcrumb trail: '@@RS Time 2 Code Unit Python Levels 1-10 THIS ONE 2025-26 by csharplesAdmin' and a 'Dashboard' button.

On the left, a sidebar titled 'Time 2 Code:' contains a list of code levels, with 'Python level 1 - Inputs, outputs and struc...' selected. Other items include 'Assessment 1.3 Ball pit', 'Python level 2 - Selections', 'Assessment 2.3 Seasons', 'Python level 3 - Condition controlled iterati...', 'Assessment 3.3 Adder', 'Assessment point Levels 1-3', 'Python level 4 - Number operations and lib...', 'Assessment 4.3 Denary to binary', 'Python level 5 - One-dimension arrays and ...', 'Assessment 5.3 Two-dice pig', 'Python level 6 - Count controlled iterations ...', 'Assessment 6.3 Notebook', 'Python level 7 - String operations', and 'Assessment 7.3 Notebook Caesar cipher'.

The main content area shows 'Python level 1 - Inputs, outputs and structure' and '1.1 Hello World'. Below this is a code editor for 'main.py' with Python3 selected. The code in the editor is:


```

1 #T2Unit03Task01
2
3
4
5
    
```

 The editor has a toolbar with 'Run', 'Share', and other icons. Below the code editor, there's a section for '1.2 Carpet cost' with another code editor interface visible at the bottom.

Colab / Jupyter notebooks - sample and handing in

Y11 practice for Paper 2 2022 inc walkthrough - Qu1-6 ☆

File Edit View Insert Runtime Tools Help

Commands + Code + Text Run all

Preparing for Paper 2 - 2022

[GC Link to resources](#)

[PLS v6](#)

[EED06 Programming notes 1 - the basics](#)

[EED06 Programming notes 2 - program structures](#)

[Good Programming Practice Guide](#)

Qu1 - Complete...

```

1 #Qu1-----
2 # Global variables
3 #-----
4 decimalCode = 60
5
6 # =====> Add a line to create an integer variable named 'num' and
7 #       set it to 0
8
9
10 #-----
11 # Main program
12 #-----
13 # =====> Complete the line to take the input from the user and
14 #       convert it to an integer
15 num =
16
17 # =====> Complete the if statement to check that the inputted number
18 #       is between 5 and 30.
19 #       Use two relational operators and one logical operator
20 if (( ) ( )):
21 # =====> Complete the line to add 60 to num and assign the
22 #       result to the variable decimalCode
23     decimalCode
24
25 # =====> Complete the line to join strings together with concatenation
    
```

L2 - Inputs and Outputs

Handed in

Return

Commands + Code + Text Run all Connect

before printing the message "Today is a..."

[See this slide for help](#)

```

1 input
2 WeekDay = input()
3 print("Today is a", WeekDay)
    
```

Tuesday
Today is a Tuesday

Task 3: first name and surname

[See this slide for help](#)

```

1 print("What is your first name?")
2 FirstName = input()
3 print("Hello", FirstName, "What is your last name?")
4 LastName = input()
5 print("So your name is", FirstName, LastName, "I like that name! :D")
6
    
```

What is your first name?
Peter

Files

Handed in on 14 Oct 2025, 10:18
[See history](#)

Copy of Intro to Pyth...

Mark

/10

Private comments

Add private comment...

Post

Using Colab notebooks in Chrome

... > 2026_07_01 CnD Festi... > Colab files ▾

Type ▾ People ▾ Modified ▾ Source ▾

Name ↑

- Copy of Y10 Mock April 2026 Paper 2 SAM01 - Qu1-5 and SAM02 Qu5
- Copy of Y11 Mr Dring Revision page
- Copy of Y11 practice for Paper 2 2022 inc walkthrough - Qu1-6
- Copy of Y11 practice for Paper 2 2023 - Qu1-6
- Copy of Y11 practice for Paper 2 2024 - Qu1-6
- Copy of Y11 practice for Paper 2 2025 - Qu1-6
- Copy of Y11 practice for Paper 2 BLANK - Qu1-6
- Copy of Y11 practice for Paper 2 SAM01 - Qu1-6
- Copy of Y11 practice for Paper 2 SAM02 - Qu1-6
- Copy of Y11 practice for Paper 2 SAM03 - Qu1-6
- Copy of Y11 practice for Paper 2 SAM04 - Qu1-6
- Y11 Mr Dring Revision page 👤

Drive

Search in Drive

+ New

Home

My Drive

Computers

Shared with me

Recent

Starred

Spam

Bin

Storage

1.05 GB of 15 GB used

Get more storage

My Drive ▾

Type ▾ People ▾ Modified ▾ Source ▾

Name ↑

- admin
- Consultancy set up Jan 2026
- Courses Given
- Courses Received
- Research 2026-
- Saved from Chrome
- Shared resources 2026-
- Copy of Y11 Mr Dring Revision page

Google Workspace

All filters (1) Works with

Search results for Colab

Google doesn't verify reviews or ratings

Colaboratory
Colaboratory team

This allows Google Colaboratory to open and create files in Google Drive. It i...

★ 4.7 ↓ 90m+ Install

Go CodeIt

Welcome To GoCodeIt - Select Your Course

Learn Python With Time2Code From Craig and Dave

Python



All the fundamentals of programming in Python for GCSE examinations. (Currently Under Construction)



Start Course →

Python Step By Step From GoCodeIt

Python



From basic commands through to advanced data structures. Learn Python with GoCode It.



Start Course →

Challenge Edexcel In Development Preview

Python



Suitable for all exam boards, this is a complete set of challenges modeled on the approach used by Edexcel for their Paper 2 Exam. This course is currently in development and new challenges will be added over time.



Start Course →

Share 3 - go to google doc from start

Using Smart Revise

Smart Revise then...

SMART REVERSE

Dashboard [Home](#) • 1CP2 - EDEXCEL GCSE Computer Science Examination Summer 2025

Your tasks ●

MARK BOOK ▼

ANALYTICS **AWARDS** **REPORT** **TOPIC FILTERS**

Advance **Quiz** **Terms**

Days until your exam
332
Select a mode

What it looks like now for students:

Quiz - low stakes multiple choice questions exactly matched to the course specification - The aim is to "master" a question by answering it correctly three times in a row.

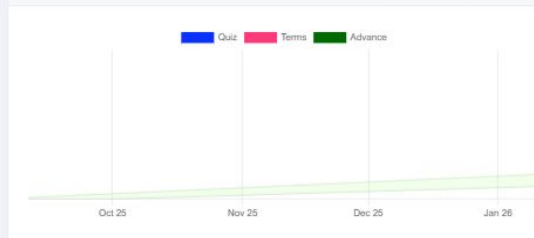
Terms - flashcards covering every subject specific word in a course specification

Advance - a large bank of short and long answer questions that require written answers

Flight Path / Goals / Resorts / (Class Awards tbf)

Flight Path

EXPAND SETTINGS



Revise

TOPIC FILTERS

There are 550 days until your exam.

Start Quiz



Used: Never

Start Terms



Used: Never

Start Advance



Used: Never

This week's goals

ALL GOALS

- New course, new knowledge.
Answer 23 Quiz questions.
0% You have 4 days left
- Flip some cards.
Using Terms in smart mode, clear your deck or assess 20 cards 2 times.
0% You have 4 days left
- You can do it.
Answer 2 Advance questions.
0% You have 4 days left

Reports

Summary



Analytics



Awards

ALL AWARDS

You have 2 awards.

Last award achieved yesterday.



Help to set up...

STEP 5

Begin using
Smart Revise
with your
students

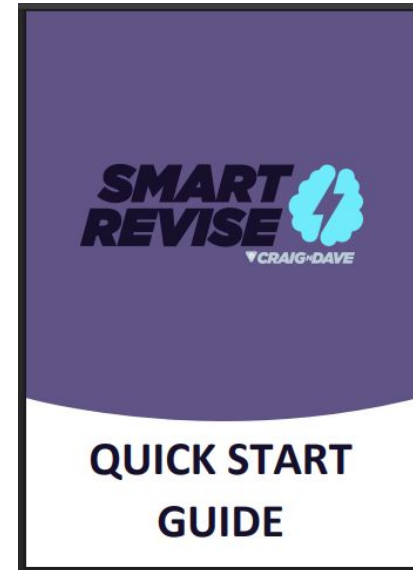
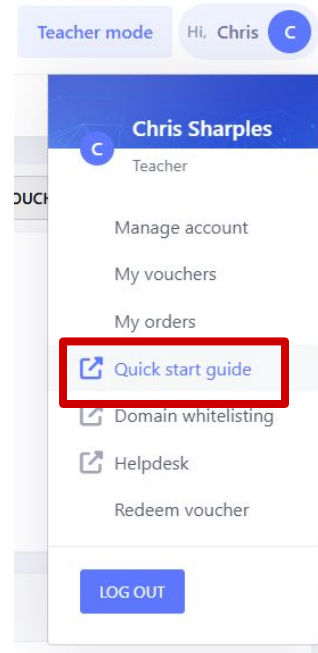
Once the students have joined your class you are ready to start using Smart Revise.

We recommend following “The Journey” which is a step-by-step guide to getting the most out of the platform, including:

1. Starter / Do now activity
2. Recap plenaries
3. Retrieval practice homework
4. End of topic tests
5. Monthly reviews
6. Practicing exam technique
7. Identifying priorities for intervention
8. Data driven parents’ evenings
9. Giving students an examiner’s eye
10. Baseline assessments
11. Online mock exams
12. Catch up planning

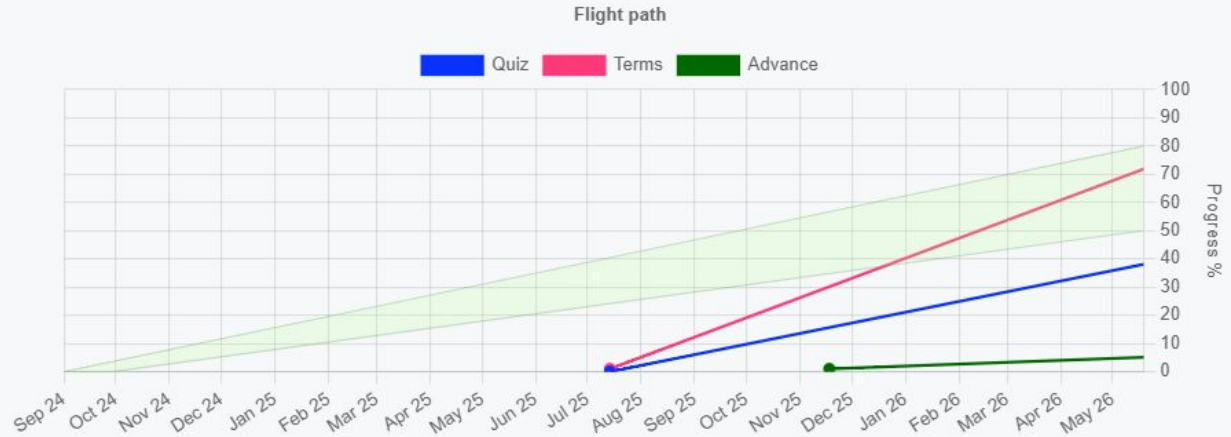
Start your journey: <https://smartrevise.craigdave.org/teachers>


<https://smartrevise.craigdave.org/teachers>



You have to monitor...

S, C

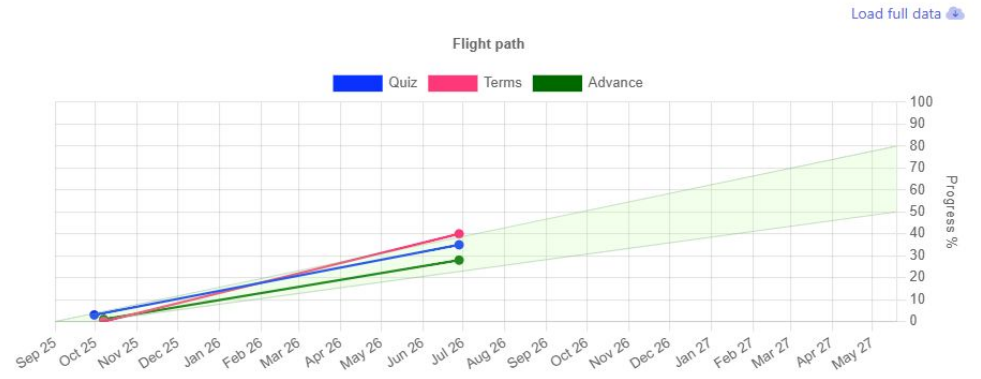
Load full data 

1e. What did you do well on in Computers? How could you have improved your learning? 

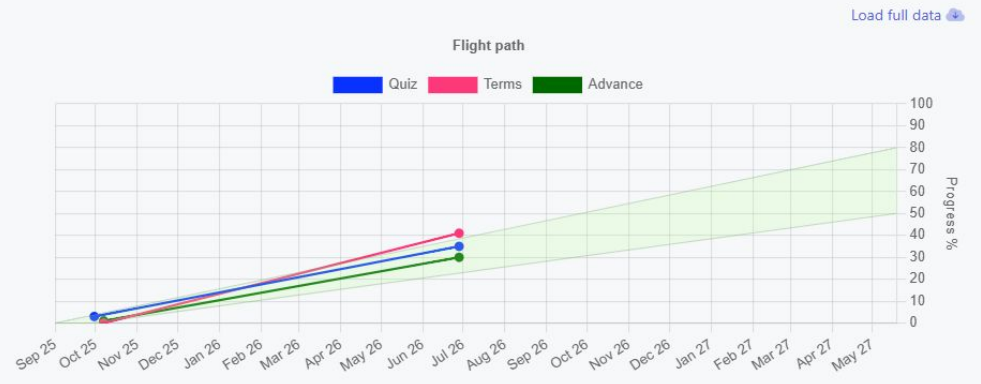
I did decent but I needed to do some more past papers as the questions weren't like what I expected

Flightpaths being used

O, F



R, D



Share 4 - go to google doc from start

How are you using Smart Revise?

Improve your understanding...

<https://smartrevise.craigdave.org/teachers>

Especially the filtering explanation.

Dashboard [Course details](#) [Configure class](#)

Class setup **Topic filtering** Manage tags Leaderboard settings Flight path

Teacher controlled, topic targeting disabled

 Teacher guided, topic targeting enabled

 Student controlled, topic targeting enabled

Topic 1: Computational thinking

- 1.1 Decomposition and abstraction - Free
- 1.2 Algorithms - Free
- 1.3 Truth tables - Free

Topic 2: Data

- 2.1 Binary
- 2.2 Data representation
- 2.3 Data storage and compression

Topic 3: Computers

- 3.1 Hardware
- 3.2 Software
- 3.3 Programming languages

Topic 4: Networks

- 4.1 Networks
- 4.2 Network security

Topic 5: Issues and impact

- 5.1 Environmental
- 5.2 Ethical and legal
- 5.3 Cybersecurity

Topic 6: Problem solving with programming

- 6.1 - 6.6 Practical programming tasks - Free

Select all

November 8, 2025

Introducing Goals: smarter revision, clearer direction

The new Goals feature automatically sets weekly targets ensuring balanced revision.

[Read more →](#)

October 8, 2025

Why does Smart Revise keep using the same questions?

Smart Revise values quality over quantity, mastery over coverage and memory over cramming.

[Read more →](#)

February 1, 2025

What does the data on a student flight path mean?

Flight paths show progress over time, but how is this calculated?

[Read more →](#)

Teacher controlled, topic targeting disabled

 Teacher guided, topic targeting enabled

 Student controlled, topic targeting enabled

1.1 Systems architecture

- 1.1.1 Architecture of the CPU - Free
- 1.1.2 CPU performance - Free
- 1.1.3 Embedded systems - Free

1.2 Memory and storage

- 1.2.1 Primary storage (Memory)

January 20, 2025

What's the difference between the topic filters?

Use the different topic filters at each stage of the course.

[Read more →](#)

January 15, 2025

Why is Quiz is better than Tasks for recall activities?

With Tasks all students get the same questions, but with Quiz the questions are automatically personalised for each student.

[Read more →](#)

January 10, 2025

Why should every computer science lesson in years 10 to 13 start with Smart Revise Quiz?

Starting every lesson with a recall activity has a lasting impact over time.

[Read more →](#)

The best analytics...

View Class > Analytics

Summary report per student.

Quiz usage

Class Matrix

1CP2 - EDEXCEL GCSE Computer Science Examination Summer 2027 | Year 10 (25-27) | Class code: L73863

Note: Task specific analytics are available via the mark book.

The dashboard is organized into four main sections:

- Miscellaneous (Purple):** Contains three cards: 'Summary reports' (highlighted with a red box), 'Flight paths' (highlighted with a red box), and 'Goals overview'.
- Smart Quiz (Blue):** Contains four cards: 'Usage' (highlighted with a red box), 'Student overview', 'Questions analysis', and 'Class matrix' (highlighted with a red box).
- Smart Terms (Pink):** Contains five cards: 'Usage', 'Student overview', 'Terms analysis', 'Student responses', and 'Confidence'.
- Smart Advance (Green):** Contains four cards: 'Usage', 'Student overview', 'Questions analysis', and 'Student responses'.

At the bottom right, there is a 'Smart Tasks' section with a yellow card for 'Mark book' (more reports available via mark book).

How to improve learning for Y11s - with real data

View Class > Analytics

Summary report per student.

Quiz usage

Class Matrix

| Attempts | Days revised | Days since last revised |
|----------|--------------|-------------------------|
| 1751 | 29 | 174 |
| 194 | 10 | 195 |
| 1822 | 18 | 195 |
| 485 | 15 | 183 |
| 330 | 11 | 426 |
| 601 | 10 | 195 |
| 1629 | 30 | 176 |
| 361 | 18 | 194 |

| Accuracy | Mastered | 2.1 Binary | 2.2 Data representation | 2.3 Data storage and compression |
|----------|----------|------------|-------------------------|----------------------------------|
| 99% | 76% | 100% | 100% | 97% |
| 5% | 0% | 0% | 12% | 3% |
| 85% | 0% | 83% | 82% | 90% |
| 21% | 0% | 21% | 24% | 19% |
| 0% | 0% | - | - | - |
| 34% | 0% | 45% | 35% | 23% |
| 99% | 0% | 100% | 100% | 97% |
| 62% | 0% | 76% | 65% | 45% |

Top 10 least understood questions

Ten files of equal size have a total capacity of 10,240GiB. How do you calculate how many gibabytes each file is?

3 students have attempted this question

- 10,240 / 10
- 10,240 / 1024
- 10,240 * 10
- 10,240 * 1024
- I don't know

How do you convert 800KiB to GiB?

3 students have attempted this question

- 800 / 1024 / 1024
- 800 * 1024
- 800 / 1024

Top 10 most understood questions

What is the effect of increasing the colour depth of an image?

7 students have attempted this question

- The number of bits needed to store the image increases
- The resolution of the image is increased
- Bitmapping cannot be used to store the image
- The number of bits needed to store the image decreases
- I don't know

In a bitmap image, if each pixel is represented by 24 bits and the resolution of the image is 800x600, how is the size of the image calculated?

7 students have attempted this question

- 800*600*24
- 800*600*24
- 24*800*(800*600)/7*sup>
- (800*600)*800*24*/7*sup>
- I don't know

Computers can only process data in this format.

6 students have attempted this question

- Binary
- Denary
- Hexadecimal
- ASCII
- I don't know

red at 8 bits per sample, how can you

5 students have attempted this question

- A character set
- A searching algorithm
- A conversion technique for hexadecimal to denary

Start of Year 11 tweaks including for exams

Nothing beats exhaustive past questions...

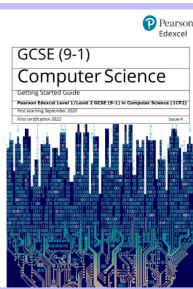
For Pearson Edexcel, it's the Getting Started Guide...

Mentioned in every Webinar:

Getting Started Guide

Students should know that machine code and assembly language **are low-level programming languages** and be able to describe characteristics of low-level languages, such as use of mnemonics and machine-specific. See Q2(a), Paper 1, 2022 for an example.

[Getting Started Guide](#)



Topic 1: Computational thinking

This topic provides the underpinning theory to support the hands-on practical programming that students will undertake during the course and is best taught alongside Topic 6.

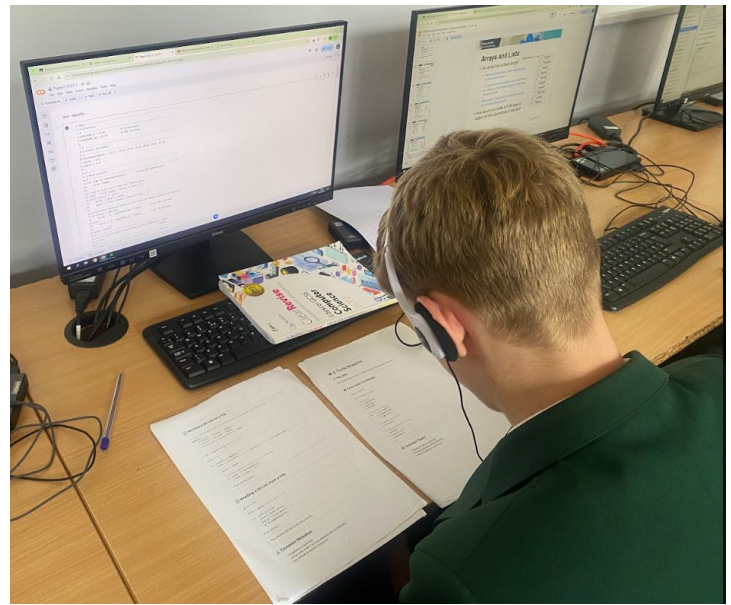
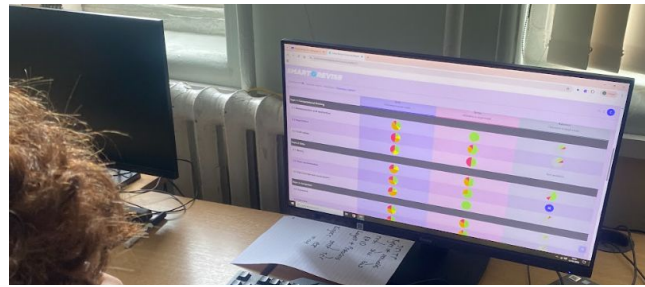
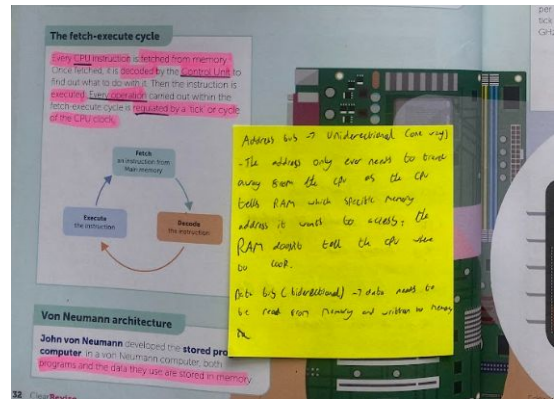
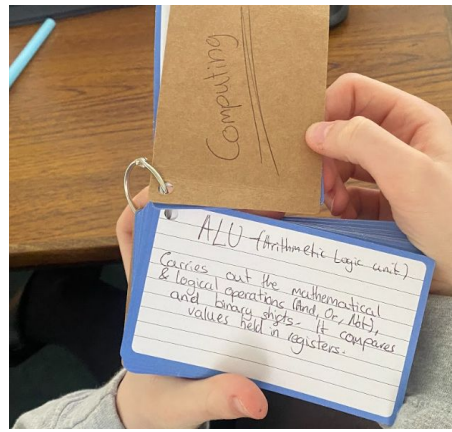
| Statement | Additional information |
|--|--|
| Students should: | |
| 1.1 Decomposition and abstraction | |
| <p>1.1.1 understand the benefit of using decomposition and abstraction to model aspects of the real world and analyse, understand and solve problems</p> | <p>Students should know the meaning of the terms decomposition and abstraction, and understand how using these computational thinking techniques makes problems easier to understand and solve.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> recognise where these techniques are being used in a piece of code. See for example <i>Paper 01 2206, Q5(a)(iii) & (iv)</i>. give examples of abstraction, such as the use of subprograms to hide implementation details. abstract common features of a group of objects so as to create a general model. See for example <i>Paper 01 Specimen 1, Q3(g)</i>. discuss the use of decomposition and abstraction in developing software. See for example <i>Paper 01 2306, Q4(f)</i>. <p>Students' understanding of decomposition and abstraction is assessed in Paper 01, and their ability to use these techniques when developing code in Paper 02 (see SP 6.1.1).</p> |

Year 11 Tweaks

- Deep Dive - Alice's and Adam's
- My Webinar on 6 mark questions
- Getting started guide but ****Now issuing getting started guide topics for Y10s topic test revision***
- Share past questions analysis from the webinars, Paper 1 and Paper 2
- Walk throughs
- Avoid too much stuff - they often have 8 other subjects and teachers overwhelming them

Closing remarks

All students are different...



Cognosant students...

2.3.2 understand the need for data compression and methods of compressing data (lossless, lossy)

Students should know that compression is a technique for reducing file size and understand why reducing the size of a file is sometimes necessary or desirable.

They should understand that using a lossy algorithm to compress a file results in data being permanently lost, whereas using a lossless algorithm allows the original file to be exactly reconstructed from the compressed data.

They should understand that different types of data lend themselves to different compression methods. See for example Paper 01 Specimen 1, Q4(g)

- (g) A company is designing promotional products for a band. Products include CDs, toys, greeting cards and digital downloads. All the products use sound.

Discuss the choice of lossless or lossy compression for sound in these products.

Your answer should consider:

- the types of product
- lossless compression
- lossy compression.

(6)

- (d) A media production company produces and distributes films, magazines and video games.

The company uses data compression.

Discuss the use of lossy and lossless compression for different types of media.

Your answer should include:

- a definition of both lossy and lossless compression
- a suitable application for **each** type of compression
- the benefits **each** type of compression brings.

(6)

Diagnostic questions?

MCQ01: For loops and the range function

What is the output from this program?

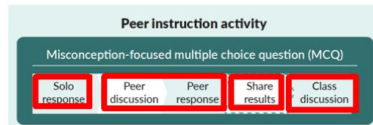
For loops and the range function MCQ01.py ✕

```
1 x = 2
2
3 for i in range (1,4):
4     x = x * i
5
6 print(x)
7
```

A. 5 B. 8 C. 12 D. 48

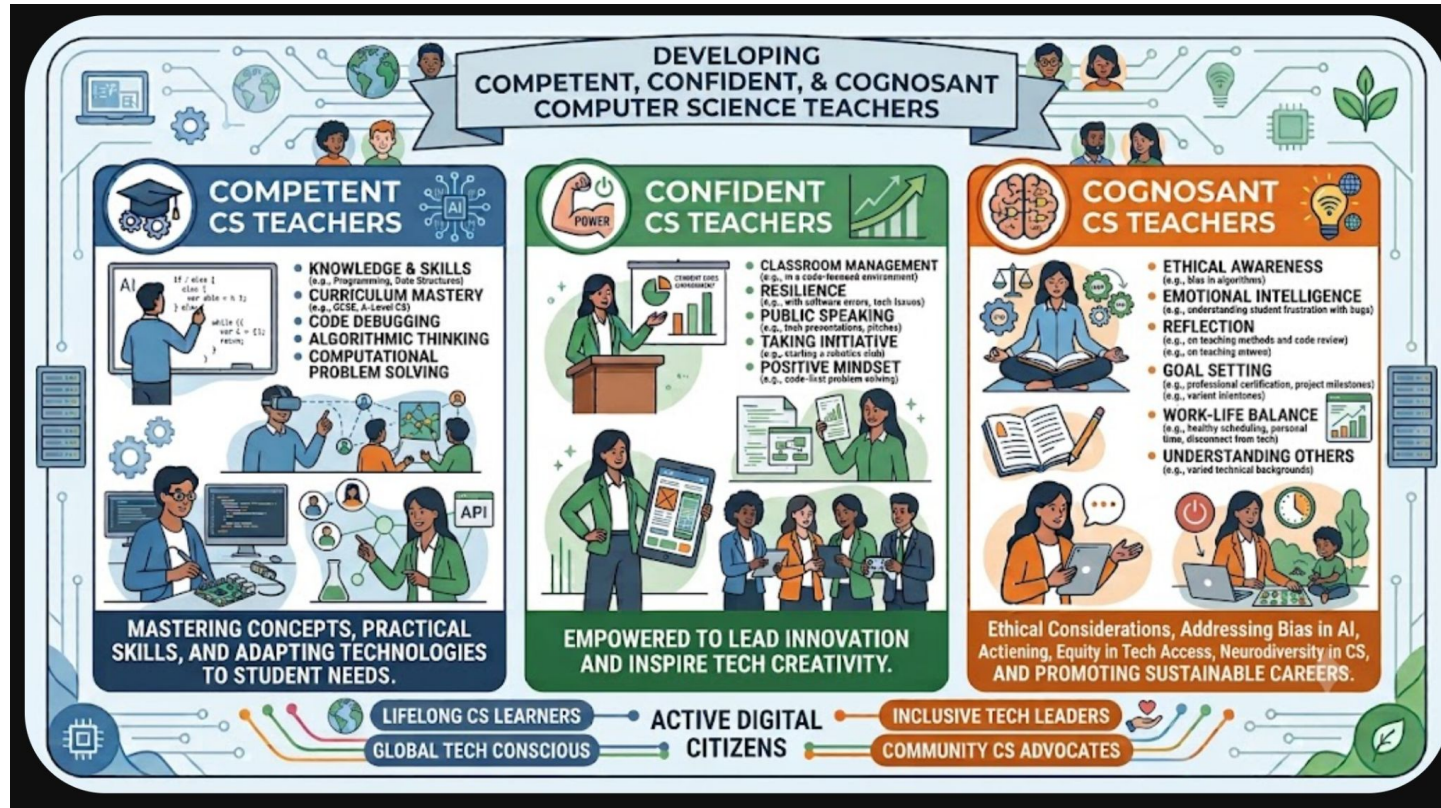
Starter for lesson about
For Loops and in Range:

Plan a starter with
3 slides. *For each slide:*



1. Each student writes answer on a Mini WB- A, B, C, D.
2. Fills in a **solo response** on google/MS form
3. Paired **Peer discussion**. Fill in **peer response** .
4. Teacher shows **shared results** to all.
5. **Class discussion** to explore all answers.

Gemini, please make an infographic showing competent, confident and cognosant computer science teachers, making sure cognosant for uk not cognizant...



And finally...

Thank you for being such a kind and caring teacher, supporting us through all the work we have done during our time at school. It has meant a lot to all of us, we will miss having you as a teacher!