

Assessment criteria: ICT

	AF1 - Planning, developing and evaluating	AF2 - Handling data, sequencing instructions and modelling	AF3 - Finding, using and communicating information
Level 8	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Design and implement integrated ICT based systems for others to use which: <ul style="list-style-type: none"> - meet the needs of the user - take account of ease of use - collect, process and prepare information for processing efficiently - automate dataflow through the system - include an appropriate interface between the system and the user - use appropriate ICT tools and techniques - integrate evaluation into the development process to inform subsequent refinements ● Explain the impacts of ICT on social, economic, ethical and moral issues 		
Level 7	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Design and plan an ICT-based system by: <ul style="list-style-type: none"> - scoping the information flow through the system - devising and applying success criteria to ensure a quality solution, refining work as it progresses - identifying the advantages and limitations of the system ● Identify the impact of ICT on people, communities and cultures 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Select appropriate tools and techniques to implement an ICT based system in which: <ul style="list-style-type: none"> - data flow is automated - sequences of instructions are developed, tested and refined - assumptions, variables and rules are identified 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Develop an appropriate user interface for an ICT based system which: <ul style="list-style-type: none"> - enables efficient data input - displays system outcomes that are fit for purpose and audience
Level 6	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Plan and develop solutions which show efficiency and integration of ICT tools and techniques ● Use criteria and feedback to improve the effectiveness and efficiency of solutions ● Explore the impacts of the use of ICT in work, leisure and home 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Devise a data handling solution to test hypotheses that uses techniques to reduce input errors ● Create efficient sequences of instructions including the use of subroutines ● Test predictions by varying rules in models and assess the validity of the conclusions 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Use complex lines of enquiry efficiently to interrogate information ● Explain choices when presenting information for different purposes and wider or remote audiences
Level 5	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Plan and develop structured solutions to problems which use a combination of ICT tools and techniques ● Use criteria to evaluate the quality of solutions, identifying improvements and refining their work ● Identify benefits and limitations of using ICT both inside and outside school 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Use logical and appropriate structures to organise and process data ● Create precise and accurate sequences of instructions ● Change variables within models and explain the impact 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Take account of accuracy and potential bias when searching for and selecting information ● Present information in a range of forms for specific purposes and familiar audiences ● Use ICT safely and responsibly
Level 4	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Plan and implement solutions that combine and refine different forms of information ● Evaluate the quality and success of their solutions ● Explain how and why the use of ICT varies in and out of school 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Organise and process data for a purpose ● Devise and refine sequences of instructions. ● Use models to explore relationships between inputs and outputs and explain how the models work 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Use appropriate search criteria to find relevant information, and check its plausibility and usefulness ● Present information in different forms suited to purpose ● Use ICT to communicate and collaborate, identifying some of the risks and acting to minimise them
Level 3	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Plan how they will use ICT to solve a problem ● Comment on success of their solution ● Refine and develop information using ICT tools and techniques to make changes ● Describe how they use ICT at school and how it is used outside school 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Collect, store and retrieve data ● Use a sequence of instructions to control events ● Use ICT-based models or simulations to answer questions 	<p>Across a range of contexts pupils:</p> <ul style="list-style-type: none"> ● Identify and select appropriate information using straightforward lines of enquiry ● Present information using text, images and other media ● Use digital communication to exchange ideas ● Identify ways they can keep themselves safe when using ICT