

ICT PoS: Year 10 HT1

Students will colour code as they work through the scheme of work.

Students will learn about... Students will learn about computer modelling and information handling. This will begin to prepare the students for their CCA task.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>The student has developed a spreadsheet model but data may be inaccurate or implausible. Some basic skills have been used to process data and there is limited evidence that the model has been tested using investigations to show it is fit for purpose.</p> <p>The student has developed a datafile but fields may not have been added. Data may be inaccurate or implausible. Some basic skills have been used to process data and the datafile may have been tested with a simple search or sort. There is limited evidence that it is fit for purpose.</p>	<p>The student has developed a spreadsheet model for the given audience. A range of basic and some advanced skills have been used to enter and process accurate and plausible data. Some calculations may not be efficient. Some testing has been carried out but the model may not be fully fit for purpose. A 'what if' investigation has been used.</p> <p>The student has developed a datafile using imported data which suits the given purpose. A range of basic and some advanced skills have been used to enter and process accurate and plausible data. Some testing has been carried out but searches, sorts or validation may not be efficient, have a purpose or work correctly.</p>	<p>The student has developed a complex spreadsheet model which suits the given audience. Accurate and plausible data has been entered and processed. Basic skills have been enhanced by the inclusion of a range of advanced skills. Testing has been carried out to show that the model is fit for purpose with 'what if' investigations changing both data and formulas. The model demonstrates efficient use of the features of the software.</p> <p>The student has imported data and used it in developing a datafile which suits the given audience. Accurate and plausible data has been entered and processed. Basic skills have been enhanced by the inclusion of a range of advanced skills. Testing has been carried out to show that the datafile is fit for purpose and can be used to search, sort, and print lists. The datafile demonstrates efficient use of the features of the software. Complex searches, sorts and validation are carried out for stated useful purposes.</p>
Assessment		
Assessment will take the form of an end of unit test.		

ICT PoS: Year 10 HT2

Students will colour code as they work through the scheme of work.

Students will learn about... Students will learn about communicating information, modelling and information handling.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>The student has used sources to collect information, some of which is relevant.</p> <p>The student may have developed a document and a simple presentation, but they are not fit for purpose and data may be inaccurate or implausible. Some basic skills have been used to process data but there is limited evidence.</p> <p>The student has developed a spreadsheet model but data may be inaccurate or implausible. Some basic skills have been used to process data and there is limited evidence that the model has been tested using investigations to show it is fit for purpose.</p> <p>The student has developed a datafile but fields may not have been added. Data may be inaccurate or implausible. Some basic skills have been used to process data and the datafile may have been tested with a simple search or sort. There is limited evidence that it is fit for purpose.</p>	<p>The student has used a range of appropriate sources to select and download relevant information which may be accurate or fit for purpose with some evidence of refining searches and organising information.</p> <p>The student has developed a document and a presentation using appropriate content and a range of features of the chosen software. Accurate and plausible data has been entered and basic skills have been used with some advanced skills to develop, process and format data effectively. They have improved first drafts of their document and presentation but these may not be fully fit for purpose.</p> <p>The student has developed a spreadsheet model for the given audience. A range of basic and some advanced skills have been used to enter and process accurate and plausible data. Some calculations may not be efficient. Some testing has been carried out but the model may not be fully fit for purpose. A 'what if' investigation has been used.</p> <p>The student has developed a datafile using imported data which suits the given purpose. A range of basic and some advanced skills have been used to enter and process accurate and plausible data. Some testing has been carried out but searches, sorts or validation may not be efficient, have a purpose or work correctly.</p>	<p>The student has used a wide range of appropriate sources showing discrimination in selecting and downloading information which is accurate and fit for purpose for use in documents, files and worksheets. They have used techniques efficiently to refine searches and make it easy to return to useful sites.</p> <p>The student has developed a document and a presentation using appropriate content and features of the chosen software effectively. Accurate and plausible data has been entered and processed. Basic skills have been enhanced by the inclusion of a range of advanced skills to develop and format data effectively. They have used feedback from others to enhance their document and presentation so that they are fit for purpose and audience.</p> <p>The student has developed a complex spreadsheet model which suits the given audience. Accurate and plausible data has been entered and processed. Basic skills have been enhanced by the inclusion of a range of advanced skills. Testing has been carried out to show that the model is fit for purpose with 'what if' investigations changing both data and formulas. The model demonstrates efficient use of the features of the software.</p> <p>The student has imported data and used it in developing a datafile which suits the given audience. Accurate and plausible data has been entered and processed. Basic skills have been enhanced by the inclusion of a range of advanced skills. Testing has been carried out to show that the datafile is fit for purpose and can be used to search, sort, and print lists. The datafile demonstrates efficient use of the features of the software. Complex searches, sorts and validation are carried out for stated useful purposes.</p>
Assessment		
Assessment will take the form of an end of unit test.		

ICT PoS: Year 10 HT3

Students will colour code as they work through the scheme of work.

Students will learn about... Students will learn about communicating information, file organisations and evaluation skills.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>The student has used files but may not use folders at all and does not name files and folders sensibly. There is little evidence of efficient or safe working practices, backing up or use of media.</p> <p>The student can open, create and send emails.</p> <p>The student has used everyday language and comments lack clarity, are poorly organised with significant errors in spelling, punctuation and grammar.</p>	<p>The student has used files and folders efficiently and there is some evidence of the use of sensible naming conventions, version management, backing up and use of media to secure data.</p> <p>The student can use software to open, create, send and respond to emails. Emails have few inaccuracies and are fit for audience or purpose. They can open and add attachments.</p> <p>The student has made comments, evaluating the outcome of some of the tasks including on feedback either given or received. There is some analysis of the tasks and methods they have used but comments and suggestions for improvements lack clarity. They have used some terms were appropriate and there are a few errors in spelling, punctuation and grammar.</p>	<p>The student follows efficient and safe working practices with folders, subfolders and files. They consistently use sensible names and version management They adopt a backup strategy and make appropriate use of media to backup and store files safely including email groups and folders.</p> <p>The student can select and use software to open, create, send and respond to emails. Emails are accurate and fit for audience and purpose. They can open and add attachments and use a contacts list to send to a group.</p> <p>The student has written a clear, coherent evaluation making effective comments on the outcomes of all the tasks including feedback they have given and received. They have analysed the tasks and the methods they have used and suggested effective improvements, both formative and summative, to their work. They use appropriate terminology and accurate spelling, punctuation and grammar.</p>
<p>Assessment</p> <p>Assessment will take the form of an end of unit test.</p>		

ICT PoS: Year 10 HT4

Students will colour code as they work through the scheme of work.

Students will learn about... Students will learn about research, design, graphical image design, animation, sound editing, web effects and evaluation techniques.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>The student has developed navigation paths for the web pages or presentation. They have edited an existing template/slide style design making some use of house style colours. They have used a navigation bar or tools available in their chosen software and edited a standard navigation tool. Suitable text has been entered.</p> <p>The student has created two images one of which is a logo or web icon. One of the images has layers and both are saved in an appropriate format. The images demonstrate use of a range of features of the software and are fit for purpose and audience.</p>	<p>The student has developed navigation paths for the web pages or presentation. They have edited an existing template/slide style design making some use of house style colours. They have used a navigation bar or tools available in their chosen software and edited a standard navigation tool. Suitable text has been entered.</p> <p>The student has created two images one of which is a logo or web icon. One of the images has layers and both are saved in an appropriate format. The images demonstrate use of a range of features of the software and are fit for purpose and audience.</p>	<p>The student has developed efficient navigation paths for the web pages or presentation. They have edited an existing template/slide style design and made good use of house style colours. They have selected and used a navigation bar or tools available in their chosen software and developed a standard navigation tool including colour scheme, hyperlinks and icons. They have entered suitable text.</p> <p>The student has created two images one of which is a logo or web icon. One of the images has three layers and both are optimised and saved in an appropriate format. The images demonstrate efficient use of a wide range of features of the software and are fit for purpose and audience.</p>
<p>Assessment</p> <p>Assessment will take the form of an end of unit test.</p>		

ICT PoS: Year 10 HT5

Students will colour code as they work through the scheme of work.

Students will learn about... Students will learn about research, design, graphical image design techniques.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>The student has used files but may not use folders at all and does not name files and folders sensibly. There is little evidence of efficient or safe working practices, backing up or use of media. The sources log is either absent or limited.</p> <p>The student has attempted analysis of two existing contrasting websites or presentations making some comment on the purpose, house style or target audience. They have described some multimedia features used on these websites.</p> <p>The student has developed a solution for the multimedia task and provided designs for a master page or mood colours.</p> <p>The student has developed navigation paths for the web pages or presentation. They have edited an existing template/slide style design making some use of house style colours. They have used a navigation bar or tools available in their chosen software and edited a standard navigation tool. Suitable text has been entered.</p> <p>The student has created two images one of which is a logo or web icon. One of the images has layers and both are saved in an appropriate format. The images demonstrate use of a range of features of the software and are fit for purpose and audience.</p>	<p>The student has used files and folders efficiently and there is some evidence of the use of sensible naming conventions, version management, backing up and use of media to secure data. A log of sources used has been provided.</p> <p>The student has analysed at least two existing contrasting websites or presentations making relevant comments on the purpose, house style and target audience of each. They have described a range of multimedia features used on these websites or presentations, comparing or contrasting some of the design, layout and features used.</p> <p>The student has developed a detailed solution for the multimedia task with some explanation of how it is fit for audience and purpose or justification of their design decisions. They have provided designs for a master page style and mood colours.</p> <p>The student has developed navigation paths for the web pages or presentation. They have edited an existing template/slide style design making some use of house style colours. They have used a navigation bar or tools available in their chosen software and edited a standard navigation tool. Suitable text has been entered.</p> <p>The student has created two images one of which is a logo or web icon. One of the images has layers and both are saved in an appropriate format. The images demonstrate use of a range of features of the software and are fit for purpose and audience.</p>	<p>The student follows efficient and safe working practices with folders, subfolders and files. They consistently use sensible names and version management. They adopt a backup strategy and make appropriate use of media to backup and store files safely. They have provided a comprehensive log of sources they have used.</p> <p>The student has analysed at least two existing contrasting websites or presentations making relevant comments on the purpose, house style and target audience of each. They have described in detail a wide range of multimedia features used on these websites or presentations, comparing and contrasting design, layout and the features used in each.</p> <p>The student has developed a comprehensive solution for the multimedia task, explained how it is fit for audience and purpose and justified their design decisions. They have provided detailed designs for their solution including master page style and mood colours.</p> <p>The student has developed efficient navigation paths for the web pages or presentation. They have edited an existing template/slide style design and made good use of house style colours. They have selected and used a navigation bar or tools available in their chosen software and developed a standard navigation tool including colour scheme, hyperlinks and icons. They have entered suitable text.</p> <p>The student has created two images one of which is a logo or web icon. One of the images has three layers and both are optimised and saved in an appropriate format. The images demonstrate efficient use of a wide range of features of the software and are fit for purpose and audience.</p>
Assessment		
Assessment will take the form of an end of unit test.		

ICT PoS: Year 10 HT6

Students will colour code as they work through the scheme of work.

Students will learn about... Students will learn about animation, sound editing, web effects and evaluation techniques		
Grade 1-3	Grade 4-6	Grade 7-9
<p>The student may have created a storyboard and there is some evidence of animation created by the student.</p> <p>The student has used sound, music or narration.</p> <p>The student has used some additional tools or techniques which may be: web/presentation effects; animation effects; movie effects; sound effects; or interactive elements.</p> <p>The student has used everyday language and comments lack clarity, are poorly organised with significant errors in spelling, punctuation and grammar.</p>	<p>The student has created a storyboard for an animation or animated movie and developed this animation using techniques or elements available in the software. The animation is fit for purpose or audience and includes an animated moving banner combining text and graphics which may not work correctly. Some attempt has been made to explain the timing and /or frame rate used.</p> <p>The student has created and manipulated sound, music or narration.</p> <p>The student has enhanced their work with the use of a range of additional tools or techniques which may be: web/presentation effects; animation effects; movie effects; sound effects; interactive elements; or enhancement with original code. Each use is fit for purpose or audience.</p> <p>The student has made comments, evaluating the outcome of some of the tasks including on feedback either given or received. Some suggestions for improvements are made but comments lack clarity. They have used some terms where appropriate and there are a few errors in spelling, punctuation and grammar.</p>	<p>The student has created a storyboard for an animation or animated movie and developed this animation with at least three techniques or elements. The animation is fit for purpose and audience and includes an explanation of the timing and /or frame rate used and an animated moving banner combining text and graphics.</p> <p>The student has created and manipulated sound, music or narration which is fit for purpose and audience.</p> <p>The student has enhanced their work with the use of a wide range of additional tools or techniques which may be: web/presentation effects; animation effects; movie effects; sound effects; interactive elements; or enhancement with original code. Each use is fit for purpose and audience.</p> <p>The student has written a clear, coherent evaluation making effective comments on the outcomes of all the tasks including feedback they have given and received. They have suggested effective improvements, both formative and summative, to their work. They use appropriate terminology and accurate spelling, punctuation and grammar.</p>
<p>Assessment</p> <p>Assessment will take the form of an end of unit test.</p>		