ICT and Computing Grade Descriptors

LO1 Be able to design interactive products using relevant content and features. LO2 supports the development of these skills by developing understanding through their use in business contexts including data capture by using spreadsheets and databases. LO3 Be able to carry out usability testing. LO4 Support this by developing understanding of how to communicate using business documents. Develops an understanding of the need for computer systems, security measures and the consequences of data loss.

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GCSE Grade	How do I achieve that level?
9	• Design and develop the specified digital product, using appropriate content and features effectively; include order, discrimination and purpose in all design and development decisions. • Evaluate your performance with specific reference to areas of additional development to improve the product and in detail evaluate your performance. • Make specific recommendations, including a feasible alternative that will have impact on a social/business solution including detailed and ordered reference to the product and its impact on your decision making. • Produce a factually accurate response to questions that includes a range of advantages and disadvantages. • Any discussion must be directly relevant to the topic. Full discussions around the features and purposes of computing devices, their impact on business, economics, society and the individual; a solution driven discussion. • The main threats to data security and how to deal with them. • Use of appropriate specialist terms used with accuracy and considerable consistently and the response shows good focus and organisation. • Spelling, punctuation and the rules of grammar are used with considerable accuracy.
8	• Design and develop the specified digital product, using appropriate content and features effectively; include discrimination and purpose in design and development decisions. • Evaluate your performance to improve the product and, in detail, evaluate your performance. Full discussions around the features and purposes of computing devices, their impact on business, society. • Make specific recommendations, including a feasible alternative that will have impact on a social/business solution including detailed and ordered reference to the product and its impact on your decision making. • Produce an accurate response to questions that includes a specific advantages and disadvantages. • Any discussion must be directly relevant to the topic, including impact on business, society and the individual. • The main threats to data security and how to deal with them. • Use of appropriate specialist terms use accurately, consistently and the response shows good focus and organisation. • Spelling, punctuation and the rules of grammar are used with considerable accuracy.
7	• The student has developed the specified outcomes, using effective content and features. • They have a wide range of resources to consider feasible alternatives, recommendations and present well-reasoned and justification for their choices. • Detailed evaluation of their designs and decision making. • Full discussions around the features and purposes of computing devices and their impacts. • The main threats to data security and how to deal with them. • They have reviewed and modified their work throughout its development, using feedback from others to improve the outcomes. • Produce an accurate response to questions that includes a specific advantages and disadvantages. • Any discussion must be directly relevant to the topic. • Use of appropriate specialist terms and organized response. • Spelling, punctuation and the rules of grammar are used with considerable accuracy.

6	• Design and create a selection of subject specific products for a range of users. • Describe the technical processes involved in protecting errors and avoiding data loss. • Evaluation at every stage of the development process will enable subsequent refinements. • Your products will explain the social, economic and moral issues surrounding the specified subject. • The main threats to data security and how to deal with them. • Produce a response to questions that includes a range of appropriate advantages and disadvantages. • Discussions around the features and purposes of computing devices and their impacts. • Any discussion must be directly relevant to the topic of discussion, no deviation off the theme. • Use of appropriate specialist terms and organized response. • Spelling, punctuation and the rules of grammar are used with accuracy. • The student has developed the specified outcomes, using appropriate content and features. • They have used all available resources to consider alternatives and present sensible reasons for their choices. • They have reviewed their work and made modifications some of which are effective.
5	• Design and create a selection of subject specific products for a range of users. • Demonstrate the main reasons why errors occur and the solutions to reducing the risk of those errors. • Devise success criteria to enable subsequent refinements. • Discussions around the features and purposes of computing devices, the main threats of internet safety and how to deal with them. • Able to identify the impact of the specified subject on people, communities and cultures. • The student has developed the specified outcomes, using appropriate content. • They have used their resources to consider alternatives and present sensible justifications for their choices. • They have reviewed their work and made modifications.
4	• Design and create a specified subject specific product for an unfamiliar audience. • Use complex lines of enquiry to interrogate (question) the information you select. • Some discussions around the features and purposes of computing devices. • Discussions around internet safety and how to minimise risks. • Use criteria and feedback to improve the effectiveness of the products. • Explain your choices when making a products for your audience. • Able to explore the impact of the specified subject on work, leisure and the home. • The student has developed the specified digital products, with some use of appropriate content. • They have carried out a limited review of their work with some modifications.
3	• Design and create a product for a familiar audience using a combination of tools and techniques. • Take account of accuracy and bias when selecting information. • Evaluate the products, identify improvements and refine it. • Able to identify the dangers of ICT outside school and how to minimise them. • Limited discussions around the features and purposes of computing devices • The student has developed the specified digital products, with some use of appropriate content. • They have carried out a limited review of their work but with few modifications.

2	• Create a subject specific product combining different forms of information, (images, text, numbers or animation). • Use search criteria to find relevant information. Check its usefulness. • Evaluate the quality and success of your products. • Your products will identify some risks/errors and how to minimise them. • Limited discussions around the features and purposes of computing devices • The student has developed subject specified digital products, with some use of appropriate content. • They have carried out a limited review of their work. Some modifications evident.
1	• Create a subject specific product and some appropriate elements. • Select appropriate information for the products. • Comment on the success of the products. • Improve the products. • Your products will identify ways to reduce risks/errors. • The student has a limited review of their work.
F3	• Create a subject specific product and some appropriate elements. • Select information for the products some of which is appropriate. • Comment on the success of the products and link it to everyday life. • Improve the products using feedback and instructions. • Your products will identify ways to reduce risks/errors.
F2	• Students can create simple products with some appropriate elements. • Make some comments about the product success. • Make limited links to everyday life. • Improvements are basic/few in number but effective. • Students are able to identify some ways to reduce risk and error.
F1	• Pupils use ICT to communicate and present their ideas • Students can create a basic digital product with at least 1 successful element. • Are able to identify the purpose of the product • Pupils make selections to communicate meanings/intentions • They observe the results of their own actions and can make at least 1 suggested improvement.