



Computer Science - Age Related Expectations

Year 7 Pathways



		Computing and ICT Skills	Literacy / Evaluative Skills
P a t h w a y 1 - 3	1	Shows limited ICT skills, with little or no understanding of responsible use. Multifunctional tasks prove to be challenging. The student needs support logging on to the school system and file management is disorganised. Computer coordination is weak.	There is little use of subject based vocabulary.
	2	Demonstrates ability in multi application use. Computer coordination is fluent and efficient. Some success of coordinating tasks is becoming evident. The student will show understanding of responsible use of technology and will begin to identify ways to report unsafe actions.	Subject based vocabulary is being used.
	3	Student will be able to discuss how to stay safe when using technology with confidence and be able to identify different methods of reporting irresponsible use. Multifunctional tasks are becoming a natural process.	Subject based vocabulary is used frequently to support discussion.
	4	The student will be able to recognise the first signs of irresponsible use and be able to give advice through different media resources. Multifunctional tasks are a natural process.	Subject based vocabulary is used frequently throughout all tasks.

		Computing and ICT Skills	Literacy / Evaluative Skills
P a t h w a y 4 - 6	1	Demonstrates basic ICT skills and is beginning to show understanding of responsible use. More than 1 application can be used at the same time with some ease. Student can log on efficiently.	Subject specific vocabulary is beginning to be used.
	2	Demonstrates the necessary ICT skills responsibly and has begun to link them as transferable skills across the curriculum. Can use more than 2 applications simultaneously.	Can identify strengths within their own work and use subject specific vocabulary.
	3	Demonstrates some accuracy throughout the use of a range of applications.	Can choose the appropriate language when describing responsible use of ICT.
	4	Multifunctional skills are secure.	Students will be able to explain with the use of correct terminology the signs of irresponsible use of technology.

		Computing and ICT Skills	Literacy / Evaluative Skills
P a t h w a y 7 - 9	1	Demonstrates good and necessary skills to be able to use ICT effectively and efficiently across different tasks. Understands the importance of responsible use. Hand eye coordination is well developed.	Subject specific terminology is well developed and always used.
	2	General ICT skills are efficiently used with fluency across different tasks. Work produced can be modified according to different situations and the audience.	Can appropriately use key terms.
	3	Demonstrates consistency and accuracy throughout the use of many applications. Important information about responsible use can be modified according to a given audience to ever changing situations.	Uses more complex subject specific terminology.
	4	Demonstrates an advanced set of skills and is able to identify why some elements of other students work are incorrect.	Can analyse their own work and that of their peers using subject specific terminology.



Computer Science - Age Related Expectations

Year 8 Pathways



		Computing and ICT Skills	Literacy / Evaluative Skills
P a t h w a y 1 - 3	1	Simple skills and techniques across the use of ICT are becoming more secure. Beginning to use a combination of multiple applications.	Knowledge can be applied, however there is limited relationship to real life situations.
	2	Techniques are starting to link with simple skills developed in earlier tasks. Combinations of multiple applications can be used, although are not yet evidence.	Knowledge is applied and is becoming evident in more than one topic area and can be related to real life situations.
	3	Simple skills and techniques are strongly demonstrated, with some accuracy and consistency. Knowledge is applied and is clearly evidenced across the different curriculum areas.	Real life examples are related to, but lack depth and accuracy.
	4	Techniques of many simple multiple skills with speed and fluency are confidently demonstrated. Can link skills and knowledge from previous tasks to improve the efficiency and effectiveness of their work.	Real life examples are related to frequently and are in-depth.

		Computing and ICT Skills	Literacy / Evaluative Skills
P a t h w a y 4 - 6	1	Demonstrates some accuracy across all areas of work. Able to modify work produced according to a given audience.	Can self evaluate skills and work produced and apply appropriate subject specific vocabulary in order to improve their work.
	2	Consistently demonstrates accuracy across most topics covered with confidence. Is creative and mindful when producing work for different audiences.	Has begun to analyse and evaluate the work of their peers and starts to apply constructive feedback.
	3	Demonstrates some advanced skills and techniques, with a degree of accuracy and creativity. Shows knowledge of the different needs of various audiences.	Provides accurate formative feedback to suggest how to their peers might improve their on their work.
	4	Demonstrates advanced skills and techniques, with some accuracy and imagination; shows knowledge and understanding of different audiences in different situations.	Provides accurate detailed formative feedback to aid modification to their own work and that of their peers. Will begin to read around the the subject of Information Technology.

		Computing and ICT Skills	Literacy / Evaluative Skills
P a t h w a y 7 - 9	1	Begins to effectively demonstrate more advanced skills. Shows modification in their work demonstrating creativity to match a given audience.	Can self evaluate skills and work produced and apply appropriate yet simple subject specific vocabulary in order to improve their work.
	2	Demonstrates advanced skills and techniques effectivity and with efficiency. Shows the ability to modify their work to match a given audience or purpose.	Can critically evaluate their own work as well as check for SPAG
	3	More complex methods and skills are used to ensure work is complete with efficiency and shows understanding of the importance of doing this. Students will begin to explore solutions by themselves using problem solving techniques.	Can critically evaluate their own work and that of peers as well as check for SPAG and subject specific terminology.
	4	Students will naturally begin to use methods that allow them to work more efficiently when using technology and will fully understand its importance. Complex problem solving will be understood and implemented. Autonomous learning habits are evident and they work independently to seek continual improvement.	Can critically evaluate their own work and that of peers as well as check for SPAG and subject specific terminology. Being to use terminology in their work that they have recognised outside of school.