

Developing ICT capability – strands and attainment targets

Pupils are able to:			
Strand	Level A	Level B	Level C
Using the technology	<ul style="list-style-type: none"> use a mouse to point and click start up/shut down the computer use a keyboard/concept keyboard print by clicking a 'print' button save and retrieve work, with support 	<ul style="list-style-type: none"> use menus and further mouse controls start and close an application; create a new document know the use of 'username' and 'password' save and retrieve work independently 	<ul style="list-style-type: none"> use the components of a 'windows' environment use a computer securely and responsibly use a computer on a network use another input device
Creating and presenting:			
– text	<ul style="list-style-type: none"> create, enter and amend one or more sentences without teacher support 	<ul style="list-style-type: none"> create and edit a piece of text, e.g. menu, invitation, story, and print out work 	<ul style="list-style-type: none"> create and edit a document, e.g. report, newspaper article, letter, using increasingly extended text-handling features
– graphics	<ul style="list-style-type: none"> create a picture using simple software 	<ul style="list-style-type: none"> create a document with text and graphics using simple software 	<ul style="list-style-type: none"> create a document with text and graphics using more sophisticated software
– multimedia	<ul style="list-style-type: none"> add text to a picture 	<ul style="list-style-type: none"> create a multimedia page using simple software 	<ul style="list-style-type: none"> create a simple multimedia presentation, e.g. slide show/web page using appropriate software
Collecting and analysing	<ul style="list-style-type: none"> use non-computer databases use simple predefined computer databases 	<ul style="list-style-type: none"> enter data into a predefined database browse records and produce a simple report with support 	<ul style="list-style-type: none"> understand the structure of a database interrogate a database create a simple database produce reports independently
Searching and researching	<ul style="list-style-type: none"> recognise that information is available electronically 	<ul style="list-style-type: none"> access information on CD-ROM with support access websites with pre-set bookmarks 	<ul style="list-style-type: none"> use teletext access CD-ROMs independently use a web browser independently print selectively
Communicating and collaborating	<ul style="list-style-type: none"> show awareness that messages can be communicated electronically give simple comparisons with telephone/post 	<ul style="list-style-type: none"> make simple person-to-person communication, e.g. e-mail describe simple comparisons between phone/fax/e-mail 	<ul style="list-style-type: none"> manage their own electronic communications, e.g. managing a mailbox show an awareness of the style of communication (genre) be aware of, and describe, issues surrounding responsible use
Controlling and modelling	<ul style="list-style-type: none"> follow directional instructions. 	<ul style="list-style-type: none"> control a screen image through simple instructions, e.g. a turtle use simple simulation/ adventure games. 	<ul style="list-style-type: none"> control an external device by giving instructions in single steps, e.g. floor turtle/robot arm use more complex simulation/ adventure games requiring a higher level of decision making.
Developing informed attitudes	<p>As pupils progress through levels A–F they increasingly:</p> <ul style="list-style-type: none"> recognise and appreciate the role of ICT in accessing information and knowledge, fostering creativity and facilitating the exchange of ideas appreciate the personal and societal benefits of ICT 		

Level D	Level E	Level F
<ul style="list-style-type: none"> • use help facilities • understand that there are different types of computer • understand the need for backing up files and be able to do so • understand the advantage of being able to share files 	<ul style="list-style-type: none"> • interpret simple computer specifications such as speed and memory • understand the costs of accessing network services • use other peripherals as appropriate 	<ul style="list-style-type: none"> • use manuals and on-line help to resolve simple hardware and software problems • understand how a computer and its peripherals and software work together in simple terms
<ul style="list-style-type: none"> • create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features • create a document, e.g. magazine, advert, using a range of drawing/ painting facilities • create a more sophisticated slide show/presentation or web pages with teacher support 	<ul style="list-style-type: none"> • create a document incorporating textual, graphical and statistical information • create a document using and manipulating a wide range of graphic material • create a multimedia presentation or web pages working independently 	<ul style="list-style-type: none"> • create a document using a desktop publishing software package • produce a well-presented document incorporating a high level of graphics manipulation • create a multimedia presentation or web pages incorporating a wide range of multimedia features
<ul style="list-style-type: none"> • use database reports including searching and sorting • understand the structure of a spreadsheet • enter data into a spreadsheet 	<ul style="list-style-type: none"> • analyse problems, implement and evaluate solutions using database and spreadsheet • model simple scenarios using spreadsheet • produce graphs 	<ul style="list-style-type: none"> • compare databases and spreadsheets as solutions to problems • use more advanced functions of databases and spreadsheets
<ul style="list-style-type: none"> • search across a range of media • use a search engine • create bookmarks • capture text and graphics by copying and pasting 	<ul style="list-style-type: none"> • apply web searches to real-life situations • download files • refine searches • compare two websites 	<ul style="list-style-type: none"> • use specialist search engines • refine searches using logical operators • make critical evaluation of websites and search engines
<ul style="list-style-type: none"> • carry out simple shared activity, e.g. group communication/ collaboration by e-mail • demonstrate integration of e-mail with other software attachments • show awareness of advantages/ misuse of appropriate styles/genres 	<ul style="list-style-type: none"> • take part in group collaboration activity, e.g. electronic conference • show awareness of appropriate style and etiquette of conferencing 	<ul style="list-style-type: none"> • instigate/manage a group activity, e.g. electronic forum/conference • understand and use different collaborative approaches, e.g. real-time/ without time constraints
<ul style="list-style-type: none"> • plan a sequence of instructions to be executed by a device • be aware that computers can collect information about the environment through sensors, e.g. temperature, light, sound • be aware that computers can be used to simulate/model real situations and be aware why they are used for this purpose, e.g. hazardous situations/training. 	<ul style="list-style-type: none"> • control a device through a more complex sequence of instructions, e.g. ones containing a loop • use a computer to collect and process data from the environment. 	<ul style="list-style-type: none"> • create a set of computer instructions to solve a problem • select appropriate input and output devices to solve problems.

- become aware of the implications of the uses of ICT in different situations, e.g. the workplace, the home
- appreciate the need for responsible use of ICT and the need to protect information, individuals and society from its misuse
- appreciate when it is and is not appropriate to use ICT.