

I.C.T. LEARNING OUTCOMES - Level E

In addition to L/Os from previous levels at Level E children should know...

Learning Outcome	Strand
Use 'Help' without support	Using the Technology
Interpret simple computer specifications such as speed and memory	
Understand the costs of accessing network services	
Understand where and why controls and restrictions are placed on network services	
Use a variety of computer peripherals	
Copy / duplicate discs	
Using Word Processing software create a document incorporating text, graphics and statistical information	Creating and presenting
Use sophisticated text handling skills including:	
<ul style="list-style-type: none"> • Insert date, time, page number 	
<ul style="list-style-type: none"> • <i>Bullet points</i> 	
<ul style="list-style-type: none"> • <i>Numbering</i> 	
<ul style="list-style-type: none"> • <i>Header / footer</i> 	
<ul style="list-style-type: none"> • <i>Tables</i> 	
<ul style="list-style-type: none"> • <i>Page set-up</i> 	
<ul style="list-style-type: none"> • <i>Borders</i> 	
Create a document using a wide range of information from eg:	
<ul style="list-style-type: none"> • Scanned images 	
<ul style="list-style-type: none"> • Digital photographs 	
<ul style="list-style-type: none"> • Clipart 	
Use appropriate software (ie Agfa Photowise) to manipulate graphics / images	
Work independently create a slide-show presentation or web pages using appropriate software incorporating the following from a variety of sources	
<ul style="list-style-type: none"> • Text 	
<ul style="list-style-type: none"> • Graphics 	
<ul style="list-style-type: none"> • Sound 	
<ul style="list-style-type: none"> • Video 	
Show understanding of the need to analyse problems, plan and implement solutions and evaluate their effectiveness	Collecting and Analysing
Solve more complicated problems using databases and evaluating solutions	
Using spreadsheets:	
<ul style="list-style-type: none"> • Model simple scenarios using spreadsheets 	
<ul style="list-style-type: none"> • Represent data graphically 	
<ul style="list-style-type: none"> • Carry out 'What ifs' 	
<ul style="list-style-type: none"> • Evaluate the models 	
On the telephone:	Communicating and Collaborating
<ul style="list-style-type: none"> • Leave a message on an answer phone – including contact number, time, location 	
Create a fax cover sheet with appropriate information	
Using appropriate email software (eg: MS Outlook Express):	
<ul style="list-style-type: none"> • Attach a previously prepared file 	
<ul style="list-style-type: none"> • Download a file as an attachment 	
<ul style="list-style-type: none"> • Take part in and close down a shared on screen activity 	
Using videoconferencing hardware:	
<ul style="list-style-type: none"> • Save the results of an on-screen activity to disc 	
<ul style="list-style-type: none"> • Send and receive a file during a video conference 	

Use timetables on the internet (rail, bus, air travel)	Searching and Researching	
Refine internet searches by adding additional strings and using local operators		
Download files from internet or other sources understanding differences of type or size		
Make a critical evaluation of information obtained		
Understand and give examples of position, movement and direction in different contexts. Eg maths, technology, science	Controlling and Modelling	
Know and understand the term 'simulation' and its positive value in terms of safety, cost, training		
Investigate and report on specialist control devices. Eg to assist the disabled		
Appreciate the value that control devices can bring eg:		
<ul style="list-style-type: none"> • Lifting heavy objects • Work in remote, hazardous places • Are pre-programmable • Operate with great accuracy 		
Witness robots in action in the production of a manufactured product		
Know and understand the term 'Output device' and give examples in use (motor, buzzer, flashing light bulb)		
Have appreciation of reasons for computer legislation. (Computer Misuse At, Data Protection Act)		Developing Informed Attitudes
Have an appreciation of the responsibilities that society has in using computers/ICT. Focusing on issues such as:		
<ul style="list-style-type: none"> • Racism • Terrorism, • Threats to young people 		