



AWL Levels in Computing

Assessment without levels aims to enhance a student’s understanding of what they can do and what they need to do to progress. Students who are doing better in a subject will be those who are working in ways described in the boxes at the top of the grey section of the grid.

As computing covers both the new computing curriculum and traditional ICT students will study both and use the most appropriate grid for the unit. e.g. a unit on digital imagery or spreadsheets will use the computing ICT grid, a unit where students look at algorithms or use a programming language will use the computing – computing grid.

Computing – ICT

Knowledge and Understanding	Skills	Literacy	Numeracy
C5: Knows how to use more complex functions to combine software packages independently to produce digital content.	S5: Is able to employ a range of digital skills to produce a quality product which has been independently refined.		N5: Select and use mathematical techniques to produce and interpret reliable data.
C4: Knows how to use more complex functions within individual software packages.	S4: Is able to produce effective digital content independently and can refine areas for improvement with guidance.	L4: Use subject language with precision	N4: Use a range formula
C3: Knows how to collect, organise and present data and information in a digital format.	S3: Is able to produce effective digital content and is able to recognise areas for improvement.	L3: Use subject language in discussions	N3: Create graphs.
C2: Understands how to use technology with increasing independence to purposefully organise digital content.	S2: Is able to produce digital content with increasing independence.	L2: Make sense when talking about ‘subject’ points. Able to comment on the ‘subject points’ made by others.	N2: Calculate and use mean averages. Record data in tables.
C1: Understands how to use software under the guidance of the teacher to create, store and edit digital content.	S1: Is able to produce digital content under the guidance of the teacher.	L1: Extract main points when listening	N1: Extract data from tables

Computing - Computing

<u>Knowledge and Understanding</u>	<u>Skills</u>	<u>Literacy</u>	<u>Numeracy</u>
C5: Recognises where errors have occurred in the computer program.	S5: Able to identify the error type and fix to create a working text based program.		N5: Select and use mathematical techniques to produce and interpret reliable data.
C4: Understands that a computer needs to store specific information for later use know as variables.	S4: Able to create variables and then use them to recall the information being held.	L4: Use subject language with precision	N4: Use a range formula
C3: Understands that to complete a process the instructions require loops, decisions and sequencing.	S3: Able to use a block editor to create a simple program that contains loops, decisions and sequencing.	L3: Use subject language in discussions	N3: Create graphs.
C2: Understands that a sequence of instructions needs to be displayed in a set format.	S2: Able to produce an algorithm to demonstrate a sequence.	L2: Make sense when talking about 'subject' points. Able to comment on the 'subject points' made by others.	N2: Calculate and use mean averages. Record data in tables.
C1: Understands that a computer requires a sequence of instructions so it can produce an output.	S1: Able to create a sequence of instructions and improve it if necessary.	L1: Extract main points when listening	N1: Extract data from tables