

What makes a level 3, 4, 5, 6, 7?

Pupils working at different levels in ICT demonstrate a number of characteristics. The following tables show these characteristics and give examples of how these aspects may be accessed through the STUs.

What makes a level 3?

Characteristics of level 3	Exemplification in the STUs
Pupils use ICT to solve simple problems.	Illustrated in STUs 7.4 and 7.6.
Pupils understand that they may need to use more than one ICT tool to solve their problem.	For example, in STUs 7.1 and 7.3 pupils use a digital camera to capture a suitable image which they manipulate using image editing software. They produce their solution in the form of a presentation or leaflet.
Pupils understand and demonstrate that ICT can be used to develop and generate their ideas.	In STU 7.3 pupils use a given structure for a leaflet with elements of content already defined and available. In order to demonstrate level 3 achievement they would need to be given opportunities to develop the leaflet, making appropriate choices to change the organisation of the leaflet and present their ideas.
All their solutions demonstrate that they can order instructions to solve a problem.	In STU 7.6 pupils produce a flow chart to demonstrate how to make a cup of coffee.
Pupils use ICT to explore contexts and answer questions.	In STU 7.4 pupils can use their models to solve problems such as whether to advertise the disco and raise the entrance fee.
Throughout, there is evidence of using ICT to access information from a range of sources – information which they select using indexes and simple search techniques.	Selecting appropriate information and choosing the right graphs as in STU 7.5.
After using ICT to solve simple problems pupils present and exchange their ideas with others.	In STU 7.1 pupils use ICT to produce a presentation about themselves which they present to the rest of the class.