

Application of thinking skills in the ICT curriculum

Thinking skills (NC)	Related ICT processes			
Information processing	Locating and finding, searching and selecting, organising (evaluation)	<p>Search using straightforward lines of enquiry – how many? Search using menus, key words</p> <p>Select information relevant to the task. Organise their work so that they can find it at a later date.</p>	<p>Search using a range of techniques and be able to refine a search. Develop a key word into a string search/Boolean.</p> <p>Select information, questioning the value of the information found. Understand that information has an author and purpose and may contain bias.</p> <p>Organise into a form suitable for processing. Understand that the structure affects the efficiency with which they can sort and search data.</p>	<p>Search efficiently. Know that different search engines work in different ways, that data can be gathered automatically that sampling can affect the plausibility and accuracy of information derived.</p> <p>Select information, questioning the value of the information found. Understand that information has an author and purpose and may contain bias. Where appropriate verify information against other sources.</p> <p>Organise information efficiently and where appropriate develop information systems. Understand that software can be integrated which might allow data to be automatically updated creating dynamic information systems. When using ICT build in validation rules to minimise errors and ensure accuracy.</p>
Reasoning	Make judgements, justifying, make deductions, precision in thinking/logic.	<p>Justify by giving at least one appropriate reason for a choice made.</p> <p>Use simple criteria to explain choices about design, audience and purpose.</p> <p>Ask straightforward questions to assess the plausibility of information.</p>	<p>Justify choices against given and own criteria.</p> <p>In discussion be able to create own criteria. Able to question the plausibility of a range of information from a range of sources.</p> <p>Interpret data in order to draw conclusions.</p>	<p>Justify against own and 'customer' criteria that evidence efficiency and integration.</p> <p>Interpret and understand data structures and reports in order to draw conclusions and evaluate their evidence base.</p>