

## NC ICT Unit 1

**Currently the criteria links do not go anywhere.** Given the changes to the National Curriculum, planned support for the assessment criteria has been postponed indefinitely. It will probably be better to put the effort into the QCF Level 1 assessment model rather than having two systems.

### Level 1 Unit 1 - ICT

**1. The learner will explore information from various sources, showing they know that information exists in different forms and for different purposes.**

[1.1 I can work with text, images and sound to help share my ideas](#) [1]

[1.2 I can recognise that many everyday devices respond to signals and instructions](#) [2]

[1.3 I can choose a device to produce a particular outcome](#) [3]

[1.4 I can talk about how I use ICT](#) [4]

### Level 2 Unit 1 - ICT

**1. The learner will use ICT to organise and classify information and present their findings.**

[1.1 I can enter, save and retrieve work](#) [6]

[1.2 I can generate, amend and record my work](#) [7]

[1.3 I can share my ideas using text, tables, images and sound](#) [8]

[1.4 I can plan and give instructions to make things happen](#) [9]

[1.5 I can describe the effects of giving instructions](#) [10]

[1.6 I can explore what happens in real and imaginary situations](#) [11]

[1.7 I can talk about my experiences of ICT inside and outside school](#) [12]

## Level 3 Unit 1 - ICT

**1. The learner will follow straightforward lines of enquiry to find and use information, sharing and exchanging their ideas with others and controlling devices.**

[1.1 I can search for information on the internet](#) [14]

[1.2 I can find information stored on local devices](#) [15]

[1.3 I can present information using ICT](#) [16]

[1.4 I can develop and organise information using ICT](#) [17]

[1.5 I can share my information with other people](#) [18]

[1.6 I can use sequences of instructions to control devices and achieve specific outcomes](#) [19]

[1.7 I can make appropriate choices when using ICT-based models or simulations to help find things out and solve problems](#) [20]

[1.8 I can describe how ICT is used outside school](#) [21]

## Level 4 Unit 1 - ICT

**1. The learner will combine and refine different forms of information from various sources, communicating digitally and working safely.**

[1.1 I can take care framing questions when collecting, finding and interrogating information](#) [23]

[1.2 I can interpret my findings, questioning their plausibility](#) [24]

[1.3 I can identify poor quality information that will lead to unreliable results](#) [25]

[1.4 I can use ICT to organise, store and present information in different forms with quality](#) [26]

[1.5 I can demonstrate awareness of my intended audience](#) [27]

[1.6 I can exchange information and ideas with other people in a variety of ways](#) [28]

[1.7 I can identify the risks associated with communicating digitally, including the need to keep personal information secure](#) [29]

[1.8 I can plan and test sequences of instructions](#) [30]

[1.9 I can explore patterns and relationships using ICT models and simulations](#) [31]

[1.10 I can compare my use of ICT with other methods and with its use outside school](#) [32]

## Level 5 Unit 1 - ICT

**1. The learner will combine ICT tools within the overall structure of an ICT solution with due regard for safety and security.**

[1.1 I can select the information I need for different purposes, check its accuracy and organise it in a form suitable for processing](#) [34]

[1.2 I can use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences](#) [35]

[1.3 I can exchange information and ideas with others in a variety of ways](#) [36]

[1.4 I can create sequences of instructions in the form of a macro, script or short computer program](#) [37]

[1.5 I can describe the need to be precise when framing and sequencing instructions](#) [38]

[1.6 I can explore the effects of changing the variables in an ICT-based model](#) [39]

[1.7 I can use ICT to organise, store and retrieve information using logical and appropriate structures](#) [40]

[1.8 I can assess the use of ICT and use critical reflection to make improvements in subsequent work including safe and responsible use](#) [41]

[1.9 I can discuss the use of ICT outside school](#) [42]

[1.10 I can evaluate my work critically as it progresses, using set criteria](#) [43]

## Level 6 Unit 1 - ICT

**1. The learner will plan and design ICT-based solutions that meet a specific purpose and audience, demonstrating increased integration and efficiency in their use of ICT tools.**

[1.1 I can use complex lines of enquiry to test hypotheses](#) [45]

[1.2 I can present my work in a variety of ways and show a clear sense of audience](#) [46]

[1.3 I can write simple scripts, macros or programs that are well-coded and efficient](#) [47]

[1.4 I can use ICT-based models to make predictions and vary the rules within the models](#) [48]

[1.5 I can assess the validity of an ICT model by comparing its behaviour with information from other sources](#) [49]

[1.6 I can plan and review my work](#) [50]

[1.7 I can create a logically structured portfolio of digital evidence for my learning](#) [51]

[1.8 I can discuss the impact of ICT on society](#) [52]

## Level 7 Unit 1 - ICT

**1. The learner will design and implement ICT systems.**

[1.1 I can scope the information flow required to develop an information system](#) [54]

[1.2 I can combine information from a variety of ICT-based and other sources for presentation to different audiences](#) [55]

[1.3 I can identify the advantages and limitations of different information-handling applications](#) [56]

[1.4 I can select and use information to develop systems suited to work in a variety of contexts](#) [57]

[1.5 I can translate enquiries expressed in ordinary language into the form required by an ICT system](#) [58]

[1.6 I can develop, test and refine sequences of instructions as part of an ICT system to solve problems](#) [59]

[1.7 I can design ICT-based models and procedures with variables to meet particular needs](#) [60]

[1.8 I can describe the benefits and limitations of ICT tools and information sources and of the results they produce](#) [61]

[1.9 I can evaluate my work, making use of feedback to inform future improvements](#) [62]

[1.10 I can take part in informed discussions about the use of ICT and its impact on society](#) [63]

## Level 8 Unit 1 - ICT

**1. The learner will independently select appropriate information sources and ICT tools to design and implement systems for others to use, taking into account ease of use, cost and suitability.**

[1.1 I can devise successful ways of collecting and preparing information for processing](#) [65]

[1.2 I can design and implement an ICT based system for others to use](#) [66]

[1.3 I can take part in informed discussions about the social, economic, ethical and moral issues raised by ICT](#) [67]

## Level 9 Exceptional Performance Unit 1 - ICT

**1. The learner will evaluate software packages and ICT-based models, analysing the situations for which they were developed and assess their efficiency, ease of use, cost and appropriateness.**

[1.1 I can provide a clear evaluative comparison of 2 software packages highlighting qualitative and quantitative aspects of their strengths and weaknesses](#) [69]

[1.2 I can suggest refinements to existing systems that are plausible and beneficial](#) [70]

[1.3 I can design, implement and document systems for others to use](#) [71]

[1.4 I can predict some of the consequences that could arise from the use of the systems I design](#) [72]

[1.5 I can discuss my own and others' use of ICT, drawing on what I know to make](#)

[coherent arguments in relation to the social, economic, political, legal, ethical and moral issues raised by ICT](#) [73]

**Source URL:** <https://theingots.org/community/NCU1ICT>

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