

Computing AWL– Year 7

	E–Safety/MovieMaker	Control System using Flowol	Scratch	Technovation	Spreadsheet Modelling	Small Basic Programming
Excelling		<p>The student has shown substantial knowledge gained in all answers to the questions on the Control Systems, Lighthouse and Sensors. There is evidence of working flow diagrams, to show a range of techniques, variables, loops, selection and sub-routines. There will be an additional advanced Flow Diagram created and added. They will have provided a detailed explanation about different flow-chart techniques used, plus possible improvements.</p>	<p>The student will include a clear, efficient flow-chart algorithm for the game created. This algorithm will be complete, in logical order and use the correct symbols. There will be evidence of a game, with a range of techniques, together with some additional features researched. The game will run and the outcome will be as expected. A detailed explanation to show complete knowledge of the techniques/skills learnt are shown in the report or final evaluation, which also explains how effective and efficient the game is and what can be improved.</p>		<p>Printout evidence of all three worksheets showing annotations of the skills learnt, together with a name. Evidence will show all of the combo boxes/vlookup/tick boxes and if functions necessary for the user and all of these will work. All of the formulae and final totals are present and correct. There be evidence of conditional formatting and extra features researched/added.</p>	

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<p>Extending</p>	<p>The student has included detailed research about your topic area, risks and support and sources. There will be an annotated design of the three Vines, showing appropriate text, images and colour. There will be evidence of three 6 second Vines which will all show a key message and are saved as MP4 files. A range of media has been added together with some others researched. There is an evaluation with clear explanation showing substantial knowledge of what has been learnt plus peer feedback.</p>	<p>The student will have shown detailed explanations in all answers to the questions on the Control Systems, Lighthouse and Sensors. There is working evidence of most of the flow diagrams, to show a range of techniques, variables, loops, selection and sub-routines. A detailed explanation in relation to different flow-chart techniques used, plus possible improvements.</p>	<p>You will include a clear flow-chart algorithm for the game created. This algorithm will be complete, with use of the correct symbols and will be in logical order. You will have shown evidence of a game using a range of techniques. The game will run and the outcome will be as expected. A detailed explanation to show knowledge of most of the techniques/skills learnt are shown in the report or final evaluation, which explains how effective and efficient the game is and what can be improved.</p>	<p>At least 1 idea per student per group, plus research for similar apps are in good detail with a clear comparison to the group’s final idea for an app. A description, requirements, purpose and audience is present, together with a high level of detailed annotation on the designs produced. The script shows equal input for the video pitch, includes transitions and animations and more than 2 group members talking enthusiastically about their product, with regular eye contact and a clear explanation of the product for the audience to understand purpose and features. Clear sheets are provided from all</p>	<p>Printout evidence of all three worksheets showing annotations of the skills learnt, together with a name. Evidence will show all of the combo boxes/vlookup/tick boxes and if functions necessary for the user and all of these will work. All of the formulae and final totals are present and correct. There will also be evidence of conditional formatting.</p>	<p>There is evidence of clear useful comments in the Screen Saver example program and Quiz program. The student is able to add all answers to the assessment in relation to the purpose of the programs produced, answers will be detailed and correct. There is evidence to show that the screensaver program has been edited for randomly different shapes, it is attractive and works correctly. There is also evidence for adding indents and loop and to show the program works correctly. The Quiz program writes/reads text into the window, uses selection, uses meaningful variables. It also asks 3 questions, informs the user if the answers are correct and shows a score</p>
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				members to show scores as an audience.		at the end. Clear testing shows this program working.
Embedding	<p>The student will have detailed research about their topic area, risks and support, they will also have clear sources. The students will have a design for three Vines in some detail, showing appropriate text, images and colour. They will have created three 6 second Vines, with at least one that shows a key message and are saved as MP4 files. There will be text/image/music and video. The student will have an evaluation with a clear explanation covering what they have learnt plus peer feedback.</p>	<p>The student has provided mostly detailed explanations for questions on the Control Systems, Lighthouse and Sensors. There is evidence of working flow diagrams, to show a range of techniques, loops, selection and sub-routines. There is a clear explanation in relation to different computing techniques, plus possible improvements will have been identified.</p>	<p>The student will include a clear flow-chart algorithm for the game created. This algorithm will be complete, use the correct symbols and will be in logical order. There will be evidence of a game using additional techniques/features such as loops, variables and selection. The game will run and the outcome will be as expected. A clear explanation to show knowledge of the techniques/skills used are shown in the report or final evaluation, which explains the success of the game and what can be improved.</p>	<p>At least 1 idea per student per group, plus research for similar apps are in good detail with a clear comparison to the group’s final idea for an app. A description, requirements, purpose and audience is present, together with a reasonable level of annotation on the designs produced. The script shows that input is mostly equal for the video pitch, which includes transitions and animations with at least 2 group members talking enthusiastically about their product. There is some eye contact and a clear explanation of the product for the audience</p>	<p>Printout evidence of at all three worksheets showing some explanation of the skills learnt, together with the final model and formulae on all sheets with a name. Evidence will show all of the combo boxes/vlookup/tick boxes and if functions necessary for the user and all of these will work. The formulae and final totals are present and correct.</p>	<p>There is evidence of clear useful comments in the Screen Saver example program and Quiz. The student is able to add all answers to the assessment in relation to the purpose of the programs, answers will be detailed and correct. There is evidence to show that the screensaver program has been edited for circles and randomly and works correctly. There is evidence for adding indents and loop and to show the program works correctly. The Quiz program writes/reads text into the window, uses selection, uses meaningful variables. It also asks 3 questions, informs the user if the answers are</p>

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				to understand purpose and features. Clear sheets are provided from all members to show scores as an audience.		correct and clear testing shows it works.
Secure	The student has concise research about their topic area, risks and support. There will also be a design of three Vines, showing text, images and colour. The student will have created three Vines with a clear message and added media. They will also have added text/image and video, plus an evaluation with some explanation, although there may be a spelling/grammar error.	The student has answered all of the questions on the Control Systems, Lighthouse and Sensors, where answers are clearer or more specific. There is evidence of mostly working flow diagrams, to show the following techniques, loops and selection. The students will have provided a clearer explanation in relation to different computing techniques, plus possible improvements are identified.	The student will include a clear flow-chart algorithm for the game created. This algorithm will be complete and in a logical order, but may not use the correct symbols. There will be evidence of a game using additional techniques/features such as loops and variables or selection. The game will run and the outcome will be mostly as expected. Clearer comments to show an understanding of the techniques/skills used are shown in the report or final evaluation, which summarises the	At least 1 idea per student per group, plus research for similar apps in a detail for each member of the team. Evidence of a description, requirements, purpose and audience is present, together with some annotation of features on the designs produced. The script is clearly laid out and includes input from all group members. The video pitch shows either transitions or animations with at least more than 2 group members talking enthusiastically about their product, with some	Printout evidence of at least two worksheets showing some comments of the skills learnt, together with the final model and formulae on one sheet with a name. Evidence will show most of the combo boxes/vlookup/tick boxes and if functions necessary for the user and all of these will work. Most of the formulae and final totals are present, where most will also work.	There is evidence of clear useful comments in the Screen Saver example program and Quiz. The student is able to add all answers to the assessment in relation to the purpose of the programs, answers will be brief and correct. There is evidence to show that the screensaver program has been edited for circles and randomly, where both will work correctly. There is evidence for adding indents and loop, although this program may not work correctly. The Quiz program uses variable and writes/reads text into the window and uses

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			<p>success of the game and what can be improved.</p>	<p>eye contact and explanation of the product is mainly clear for the audience to understand purpose. Clear sheets are provided from most members to show scores as an audience.</p>		<p>selection, testing shows working evidence.</p>
<p>Developing</p>	<p>The student will have research about their topic area and some risks. They will also have a design for two Vines, showing mainly images and colour. The student will have created two Vines and added media, with a message, which may be unclear. They will have added</p>	<p>The student will have answered most of the questions on the Control Systems, Lighthouse and Sensors, although answers may be of one word answers or general. There is working evidence of for most flow diagrams to show the following techniques such as selection and loops. There</p>	<p>The student will include a flow-chart algorithm for the game created. This algorithm may be complete, but not in a logical order or use the correct symbols. There will be evidence of a game using additional techniques/features such as loops or variables. The game will run but</p>	<p>At least 1 idea for a new app per student per group, with some evidence of research for similar apps already produced, plus a description, requirements, purpose, audience, showing a level detail in the group designs. There is evidence of a basic script</p>	<p>Printout evidence of at least one worksheet, where the student shows some labelling and their name. The modelling worksheet will show evidence of all of the combo boxes and vlookup functions and most will work. Either some of the</p>	<p>There is evidence of useful comments in the Screen Saver example program and Quiz, although some may be unclear. The student is able to add some answers to the assessment in relation to the purpose of the programs produced, although some will be incorrect. There is evidence to show that the</p>

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	<p>image or music. The student has a basic evaluation with some comments, although this might be unclear or have a spelling/grammar error.</p>	<p>are some comments for different flow-chart techniques or possible improvements, although unclear.</p>	<p>the outcome may not be as expected. Limited knowledge of the techniques/skills used are shown in the report or final evaluation, which summarises the success of the game.</p>	<p>for the team and the video pitch shows at least 2 group members talking about their product with some enthusiasm, although there may be limited eye contact and an explanation of the purpose is mainly clear. Some evidence of scores for Pitches as an audience.</p>	<p>formulae and/or the final totals will be present and work correctly.</p>	<p>screensaver program has been edited for circles or randomly, where either feature will work correctly. There is also evidence for adding indents and not a loop. The Quiz program, writes and reads text into the window and works correctly.</p>
<p>Beginning</p>	<p>The student has limited research about their topic area and there is a design, although, it may be incomplete. The student has at least one Vine with media, although the message may be missing, there will be at least one image. There will be a basic evaluation with some comments although, this might be unclear or have spelling/grammar errors.</p>	<p>The student has answered questions on the Control Systems, although answers may be unclear or show limited knowledge. Some working evidence of flow diagrams to show techniques such as loops and selection, both of which may be incomplete. An explanation in relation to different computing techniques, plus possible improvements may be missing.</p>	<p>The student will have included a flow-chart algorithm for the game created. This algorithm may be incomplete or not in a logical order. There will be evidence of a basic game using techniques/features such as sprites/backgrounds/sequence and the game may not run properly. Limited knowledge of the techniques/skills used are shown in the</p>	<p>Have at least 2 ideas for new apps per group, some evidence of research for the similar apps already produced and some basic drawings for group designs. A script is limited for the team and the video pitch shows students speaking softly, with a lack of enthusiasm, no eye contact and not able to explain the product clearly. Limited</p>	<p>Printout evidence of at least one worksheet, where the student shows an appropriate heading. There will be an attempt to add at least two combo boxes and vlookup functions, together with an attempt at some formulae and final totals. However, some of these may not work.</p>	<p>Comments are limited in the Screen Saver example program and Quiz. However, the student is able to add some answers to the assessment in relation to the purpose of the programs produced. There is some evidence to show that the screensaver program has been edited for circles or randomly, although it may not work correctly and evidence is missing for adding indents</p>

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			report or final evaluation.	evidence of scoring the Pitches as an audience.		and a loop. The Quiz program writes text to the window and may not work correctly.
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