

AWL Computing – Year 9

	Programming in VB	Wedding Costing Model	App Inventor	Technovation	Understanding Computers	Introduction to VB Windows Programming
Excelling		Printout evidence of three worksheets, showing the final model, formulae and data on one sheet clearly with a name a name and appropriate heading. Evidence is attractive with use of colours/fonts/borders or images and annotation to explain features added. The model will show all labels to allow the user to enter the required data about the customer. All of the combo boxes/vlookup/tick boxes and if functions necessary for the user, together with all formulae required for final totals which will work shown through	A word processed report that shows evidence of pseudocode and a flow-chart algorithm for all of the apps created. All of these algorithms will be in a logical order and there will be the correct use of symbols/structure for different techniques. The students will have shown evidence of 6 or more apps, where they will have used a range of techniques/features, such as functions/images/sound/ buttons/canvas x/y co-ordinates and variables. All of the apps shown will run properly and there is also evidence of wider knowledge and research e.g. multi-screen apps. All apps are explained to show knowledge of the techniques/skills learnt.	At least 1 idea per student per group, plus research for similar apps are with detailed justification and 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 annotation on the designs produced. Evidence of an app with an explanation of a wide range of techniques/features used, such as functions/variables/x /y co-ordinates and multi-screen and the app runs during	Worksheet activities and test results show evidence of substantial knowledge for input/output devices and of storage and processing components. Answers for Units of Data, Binary conversions, arithmetic and ASCII are consistently correct.	

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		some testing. There may be additional features found and added to the modelling worksheet.		demonstration. The script shows that input is mostly equal for the pitch with at least most 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 members to show scores as an audience.		
Extending	Activities completed, where the student is able to identify appropriate variable names, evaluate output from programs and identify output from selection, loops and arrays. The report to	Printout evidence of three worksheets, showing the final model, formulae and data on one sheet clearly, with a name a name, appropriate heading. Evidence is attractive with clear	A word processed report that shows evidence of pseudocode and a flow-chart algorithm for all of the apps created. All of these algorithms will be in a logical order and there will be the correct use of symbols/structure for	At least 1 idea per student per group, plus research for similar apps are with plenty of justification and a clear comparison to the group's final idea for an app. A	Worksheets activities and test results show evidence of substantial knowledge for input/output devices and a clear understanding of	Evidence to show a detailed analysis of the task indicating clearly what is required, there are clear algorithms outlining a

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	<p>shows print screen evidence of at least 4 console programs created using Visual Basic code, where the student will have used appropriate data types for variables, selection, loops and arrays. The student will also have identified and explained output from selection and While/For loops. The code works correctly and you will have fully annotated test prints. The code will work correctly and have several comments for sections of code.</p>	<p>use of colours/fonts/borders or images and some detailed descriptions from the student. The model will show all labels to allow the user to enter the required data about the customer and all of the combo boxes/vlookup/tick boxes and if functions necessary for the user, together with all formulae required for final totals and all of these will work shown through some testing.</p>	<p>different techniques. The student will have shown evidence of at least 5 apps with a wide range of different apps, where they have used several techniques/features, such as functions/images/sound/buttons/canvas x/y co-ordinates and variables. Most of the apps shown will run properly and there is evidence of wider knowledge with an explanation for all apps in relation to the techniques/skills learnt.</p>	<p>description, requirements, purpose and audience is present, together with a high level of annotation on the designs produced. Evidence of an app with explanation of the range of techniques/features used, such as functions/variables/x/y co-ordinates or multi-screen and the app runs during demonstration. The script shows that input is mostly equal for the pitch with at least most group members talking enthusiastically about their product, with regular eye contact and a clear explanation of the product for the</p>	<p>storage and processing components. Answers for Units of Data, Binary conversions, arithmetic and ASCII are consistently correct.</p>	<p>solution to all parts of the problem and both algorithms will be structured and in a logical order. There is a detailed test plan showing how this compares to the success criteria and an interface design with annotation. There is detailed, clear evidence to show a solution to all parts of the problem and substantial evidence to show that it works and has met the success criteria. Code</p>
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				audience to understand purpose and features. Clear sheets are provided from all members to show scores as an audience.		is presented with annotation to all key parts. The techniques are used appropriately in all cases giving an efficient, working solution for all parts of the problem, there may be further techniques researched and added.
Embedding	Activities completed, where the student is able to identify appropriate variable names, evaluate output from programs and identify output from selection and loops. The report to shows	Printout evidence of three worksheets, showing the final model, formulae and data on one sheet with a name and appropriate heading. Evidence is attractive (clear use of	A word processed report that shows evidence of pseudocode and/or a flow-chart algorithms for at least 4 of the apps created. All of these algorithms will be in a logical order and there will be the correct use of symbols/structure for	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,	Worksheet activities and test results show evidence that there is clear understanding of input/output devices and of storage and	Evidence to show a detailed analysis of the task indicating what is required, there are clear algorithms outlining a

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	<p>print screen evidence of at least 4 console programs using Visual Basic code, where there will be evidence of appropriate data types for variables, selection, loops and arrays. The student will also have identified and explained output from selection and While/For loops, the code works correctly and there will be some annotated test prints. The code will have several comments for sections of code.</p>	<p>colours/fonts/borders or images) and some labelling from the student. The model will show all labels to allow the user to enter the required data about the customer and all of the combo boxes/vlookup/tick boxes and if functions necessary for the user, together with an attempt at some formulae for final totals, where all of these will work.</p>	<p>different techniques. The student will have shown evidence of at least 4 different apps, where they will have used a range of techniques/features such as sequence/images/sound/buttons/canvas x/y co-ordinates. All of the apps shown will run properly and there is evidence of wider knowledge with an explanation for most apps in relation to the techniques/skills learnt.</p>	<p>requirements, purpose and audience is present, together with a reasonable level of annotation on the designs produced. Evidence of an app with explanation of the range of techniques/features used, such as variables/images/sound/buttons/canvas x/y co-ordinates and the app runs during demonstration. The script shows that input is mostly equal for the pitch with at least 2 group members talking enthusiastically about their product, with some eye contact and a clear explanation of the product for the</p>	<p>processing components. Answers for Units of Data, Binary conversions, arithmetic and ASCII are consistently correct throughout.</p>	<p>solution to most parts of the problem and both algorithms will be structured and in a logical order. There is a test plan showing how this compares to the Success Criteria in the task and a labelled interface. There is detailed evidence to show a solution to all parts of the problem, that it works and has met the success criteria. Code is presented with annotation to</p>
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				audience to understand purpose and features. Clear sheets are provided from all members to show scores as an audience.		most of the key parts. The techniques are used appropriately in all cases giving an efficient, working solution for most parts of the problem.
Secure	Activities completed, where the student is able to identify appropriate variable names, evaluate output from programs and identify output from selection. The report shows print screen evidence of 3 console programs created using Visual Basic code, where the student has used appropriate data types for variables, where	Printout evidence of three worksheets, showing the final model and the formulae on one sheet with a name, appropriate heading, it is attractive (clear use of colours/fonts/borders or images). The evidence will show all labels to allow the user to enter the required data about the customer and most of	A word processed report that shows evidence of either pseudocode or a flow-chart algorithms for at least 4 of the apps created. Most of these algorithms will be in a logical order and there will be correct use of the symbols/structure for most showing different techniques. The student will have shown evidence of at least 3 different apps, where they will have used a range of techniques/features such as sequence/images/sound/butto	Have 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. Evidence of a	Worksheet activities and test results show evidence of some knowledge of the input and output devices and an understanding of storage and processing components. Answers for Units of Data, Binary conversions, arithmetic and	Evidence to show an analysis of the task indicating what is required. There are algorithms outlining a solution to parts of the problem, although one of the algorithms may not be in a

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	<p>user input has been stored, selection and loops are present. The students will also have identified and commented on output from selection and loops, the code works correctly. The code will have some comments for some sections of code.</p>	<p>the combo boxes/vlookup/tick boxes and if functions necessary for the user, together with an attempt at some formulae, where most of these will work.</p>	<p>ns/canvas x/y co-ordinates. Most of the apps will run properly. There is evidence of some knowledge with reference to some explanation about the techniques/skills learnt.</p>	<p>completed app has been produced, where you have used a range of techniques/features such as sequence/images/sound/buttons/canvas x/y co-ordinates and the app will run properly during the demonstration. The script is clearly laid out and includes input from all group members. The pitch shows at least more than 2 group members talking enthusiastically about their product, with some eye contact and explanation of the product is mainly clear for the audience to understand purpose.</p>	<p>ASCII are mostly correct.</p>	<p>logical order or lack structure. There is a discussion of how the program can be tested, how it compares to the Success Criteria for the task and an interface with labelling. There is clearer evidence to show a solution to part of the problem and to show that it works or has met the success criteria. The Code shows some comments. The techniques are used appropriately in some cases</p>
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				Clear sheets are provided from each member to show scores as an audience.		giving a working solution for most parts of the problem.
Developing	<p>Activities completed, where the student is able to identify appropriate variable names and evaluate output from programs. The report to shows print screen evidence of 2 or more console programs created using Visual Basic code, where the student has printed to the console screen and used appropriate data types for variables, where user input has been stored, selection and concatenation. The student will also have identified and labelled output from IF statements, the code</p>	<p>Printout evidence of at least two worksheets, where the student shows a name, appropriate heading, it is will show use of colours/fonts/borders or images. The modelling worksheet will show many labels necessary for the user to enter data about the customer and there is at least 2 combo boxes and vlookup functions. Some of the formulae added works and there is a simple formulae for an estimate.</p>	<p>A word processed report that shows evidence of either pseudocode or a flow-chart algorithm for one or more of the apps created. The algorithm may have logic errors or use of only basic sequential symbols/structure. The student will have shown evidence of at least 3 different apps, where she has used techniques/features such as sequence/images/sound/ buttons and some of the apps may not run properly. There is evidence of some knowledge with reference to comments about the techniques/skills shown.</p>	<p>Have 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. Evidence of a completed app has been produced, it will have basic features/ techniques, such as sequence/images/ sound/buttons and/or may not run properly during the demonstration.</p>	<p>Worksheets activities and test results show evidence of a basic understanding of the input and output devices and limited understanding of storage and processing components. There are some incorrect answers for Units of Data, Binary conversions, arithmetic and ASCII throughout.</p>	<p>Evidence to show a brief analysis of the task indicating what is required. There is a basic algorithm outlining a solution to some parts of the problem, although this algorithm may not be in a logical order or lack structure. There is a basic drawing of an interface and comments of how the program may</p>

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	<p>works correctly and there may be some syntax errors.</p>			<p>There is evidence of a basic script for the team and the 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. Clear sheets are provided from some members to show scores as an audience.</p>		<p>be tested together with some success criteria. There is some evidence to show a solution to part of the problem and limited evidence to show that it works or has met the success criteria. Code is presented with little annotation and the techniques are used appropriately in some cases giving an efficient, working solution for some parts of the problem.</p>
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<p>Beginning</p>	<p>Activity completed, where the student is able to identify appropriate variable names and evaluate expressions. The report to shows print screen evidence of at least 2 console programs created using Visual Basic code, where the student has printed to the console screen and declared variables, where user input has been stored.</p>	<p>Printout evidence of at least one worksheet, where the student shows an appropriate heading. There are some labels to allow the user to enter some data about the customer and there is an attempt to add at least one combo box and vlookup function, together with an attempt at some formulae, however, these may not work.</p>	<p>A word processed report that shows evidence of either pseudocode or flow-chart algorithms for at least one of the apps created. This algorithm may be incomplete or not in a logical order. The student will have shown evidence of a basic app using techniques/features such as sequence/images/sound/ buttons and the app may not run properly. Limited knowledge of the techniques/skills shown is provided.</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. Evidence of an app has been produced, although it may be incomplete and have basic features/techniques and/or may not run properly during the demonstration. A script is limited for the team and the pitch shows students speaking softly, with a lack of enthusiasm, no eye contact and not able to explain the product clearly. Limited evidence of scoring the Pitches as an audience.</p>	<p>Worksheets activities and test results show evidence of limited knowledge of the input/output/ storage and processing components. There are also some incorrect answers for Units of Data, Binary conversions, arithmetic and ASCII throughout.</p>	<p>Evidence to show comments on what the task involves and a limited outline describing the intended approach to some parts of the problem. There are comments on how this might be tested but with no mention of success criteria. There is limited evidence to show a solution or to show that it works. Code is missing or presented with little or no annotation. The techniques used produce a</p>
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