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| Unit | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| Unit 5 |  | I can create a simple digital product using an appropriate software application. | I can create a digital product using more than one application that I have selected myself. The digital product is fit for purpose and meets the needs of a given audience. | I can create a complex digital product using a number of applications that I have selected myself. The digital product is completely fit for purpose and fully meets the needs of a given audience. |  |
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| Unit 6 |  | I can create a simple digital product using an appropriate software application. | I can create a digital product using more than one application that I have selected myself. The digital product is fit for purpose and meets the needs of a given audience. | I can create a complex digital product using a number of applications that I have selected myself. The digital product is completely fit for purpose and fully meets the needs of a given audience. |  |
|  |  | I can gather feedback about my digital product and use this to make an improvement. | I can gather feedback about my digital product, based on success criteria, and use this to make improvements. | I can gather detailed feedback about my digital product, based on a complete list of success criteria, and use this to make effective improvements. |  |
|  |  | I can identify the main software components (operating system, application software) that make up a computer system. | I can explain the role the main software components (operating System, application software) that make up a computer system. | I can collect and analyse data relating to my product. |  |
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| Unit 7 |  | I can use a model that mimics the real world in which I live. | I can design a model that mimics the real world in which I live. | I can evaluate a model that mimics the real world in which I live. |  |
|  |  | I can use a model that mimics a physical system. | I can design a model that mimics a physical system. | I can evaluate a model that mimics a physical system. |  |
|  |  | I can produce a simple algorithm that solves a problem | I can produce an algorithm that solves a problem. |  |  |
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|  |  | I understand how data from text, audio and images are represented in the form of binary digits. | I can explain how data from text, audio and images are represented in the form of binary digits. | I can explain how data from text, audio and images are represented and manipulated digitally in the form of binary digits. |  |
| Unit 8 |  | I can produce a simple plan to help me design my digital artefact. | I can produce a plan to help me design my digital artefact. | I can produce an effective plan to help me design my digital artefact. |  |
|  |  | I can re-use, revise and repurpose a simple digital artefact to ensure that it meets the needs of a self-selected audience. | I can re-use, revise and repurpose a digital artefact for a given audience. | I can create, re-use, revise and repurpose a complex digital artefact for a given audience. |  |
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|  |  | I can identify the main hardware components (CPU, RAM, HDD, PSU and motherboard) and software components (operating system, application software) that make up a computer system. | I can explain the role the main hardware components (CPU, RAM, motherboard, HDD, PSU and motherboard) and software components (operating System, application software) that make up a computer system. | I can select the components of a computer system to ensure that they meet the needs of a user. |  |
| Unit 15 |  | I understand that devices such as smart phones and tablets are computer systems. | I understand the role of input, output and storage devices. |  |  |
|  |  | I understand how instructions are stored and executed within a computer system. | I can explain how instructions are stored and executed within a computer system. |  |  |
|  |  | I understand the fetch–decode–execute cycle. | I can explain the fetch–decode–execute cycle. |  |  |
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| Unit 9 |  | I can create a simple program that solves a problem using a visual or a textual programming language. | I can create a program that solves a problem using a visual or a textual programming language. | I can design and develop a modular program that solves a problem using procedures or functions. |  |
|  |  | I can create a simple program that uses sequences, selection and iteration. | I can create a program that uses sequences, selection, iteration, nesting and variables.  Q6. 8 out of 13 |  |  |
|  |  | I can look for and correct errors in a simple program. | I can look for and correct syntax errors in a program. |  |  |
|  |  | I understand the term Boolean logic and its uses in circuits and programming. | I can apply my knowledge of Boolean operators to solve problems. | I can predict the outcome when using Boolean operators. |  |
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