

Midlothian Council ICT Strategy

Current 5–14 ICT Skills

Most/all can Some can Few/none can	Pupils are able to:		
Strand	Level A	Level B	Level C
Using the technology	<ul style="list-style-type: none"> use a mouse to point and click start up/shut down the computer use a keyboard/concept keyboard print by clicking a 'print' button save and retrieve work, with support 	<ul style="list-style-type: none"> use menus and further mouse controls start and close an application; create a new document know the use of 'username' and 'password' save and retrieve work independently 	<ul style="list-style-type: none"> use the components of a 'windows' environment use a computer securely and responsibly use a computer on a network use another input device
Creating and presenting – text – graphics – multimedia	<ul style="list-style-type: none"> create, enter and amend one or more sentences without teacher support create a picture using simple software add text to a picture 	<ul style="list-style-type: none"> create and edit a piece of text, e.g. menu, invitation, story, and print out work create a document with text and graphics using simple software create a multimedia page using simple software 	<ul style="list-style-type: none"> create and edit a document, e.g. report, newspaper article, letter using increasingly extended text-handling features create a document with text and graphics using more sophisticated software create a simple multimedia presentation, e.g. slide show/web page using appropriate software
Collecting and analysing	<ul style="list-style-type: none"> use non-computer databases use simple predefined computer databases 	<ul style="list-style-type: none"> enter data into a predefined database browse records and produce and simple report with support 	<ul style="list-style-type: none"> understand the structure of a database interrogate a database create a simple database produce reports independently
Searching and researching	<ul style="list-style-type: none"> recognise that information is available electronically 	<ul style="list-style-type: none"> access information on CD-ROM with support access websites with pre-set bookmarks 	<ul style="list-style-type: none"> use teletext access CD-ROMs independently use a web browser independently print selectively
Communicating and collaborating	<ul style="list-style-type: none"> show awareness that messages can be communicated electronically give simple comparisons with telephone/post 	<ul style="list-style-type: none"> make simple person-to-person communication, e.g. mail describe simple comparisons between phone/fax/e-mail 	<ul style="list-style-type: none"> manage their own electronic communications, e.g. managing a mailbox show an awareness of the style of communication (genre) be aware of, and describe, issues surrounding responsible use
Controlling and modelling	<ul style="list-style-type: none"> follow directional instructions. 	<ul style="list-style-type: none"> control a screen image through simple instructions, e.g. a turtle use simple simulation/adventure games. 	<ul style="list-style-type: none"> control an external device by giving instructions in single steps, e.g. floor turtle/robot arm use more complex simulation/adventure games requiring a higher level of decision making.
Developing informed attitudes	As pupils progress through levels A–F they increasingly: <ul style="list-style-type: none"> recognise and appreciate the role of ICT in accessing information and knowledge, fostering creativity and facilitating the exchange of ideas appreciate the personal and societal benefits of ICT become aware of the implications of the uses of ICT in different situations, e.g. the workplace, the home appreciate the need for responsible uses of ICT and the need to protect information, individuals and society from its misuse appreciate when it is and is not appropriate to use ICT. 		

Current 5–14 ICT Skills (continuation)



Most/all can Some can Few/none can	Pupils are able to:		
Strand	Level D	Level E	Level F
Using the technology	<ul style="list-style-type: none"> use help facilities understand that there are different types of computer understand the need for backing up files and be able to do so understand the advantage of being able to share files 	<ul style="list-style-type: none"> interpret simple computer specifications understand the costs of accessing network services use other peripherals as appropriate 	<ul style="list-style-type: none"> use manuals and on-line help to resolve simple hardware and software problems understand how a computer and its peripherals and software work together in simple terms
Creating and presenting – text – graphics – multimedia	<ul style="list-style-type: none"> create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features create a document, e.g. magazine, advert, using a range of drawing/painting facilities create a more sophisticated slide show/presentation or web pages with teacher support 	<ul style="list-style-type: none"> create a document incorporating textual, graphical and statistical information create a document using and manipulating a wide range of graphic material create a multimedia presentation or web pages working independently 	<ul style="list-style-type: none"> create a document using a desktop publishing software package produce a well-presented document incorporating a high level of graphics manipulation create a multimedia presentation or web pages incorporating a wide range of multimedia features
Collecting and analysing	<ul style="list-style-type: none"> use database reports including searching and sorting understand the structure of a spreadsheet enter data into a spreadsheet 	<ul style="list-style-type: none"> analyse problems, implement and evaluate solutions using database and spreadsheet model simple scenarios using spreadsheet produce graphs 	<ul style="list-style-type: none"> compare databases and spreadsheets as solutions to problems use more advanced functions of databases and spreadsheets
Searching and researching	<ul style="list-style-type: none"> search across a range of media use a search engine create bookmarks capture text and graphics by copying and pasting 	<ul style="list-style-type: none"> apply web searches to real-life situations download files refine searches compare two websites 	<ul style="list-style-type: none"> use specialist search engines refine searches using logical operators make critical evaluation of websites and search engines
Communicating and collaborating	<ul style="list-style-type: none"> carry out simple shared activity, e.g. group communication/ collaboration by e-mail demonstrate integration of e-mail with other software attachments show awareness of advantages/misuse of appropriate styles/genres 	<ul style="list-style-type: none"> take part in group collaboration activity, e.g. electronic conference show awareness of appropriate style and etiquette of conferencing 	<ul style="list-style-type: none"> instigate/manage a group activity, e.g. electronic forum/conference understand and use different collaborative approaches, e.g. real-time/without time constraints
Controlling and modelling	<ul style="list-style-type: none"> plan a sequence of instructions to be executed by a device be aware that computers can collect information about the environment through sensors, e.g. temperature, light, sound be aware that computers can be used to simulate/model real situations and be aware why they are used for this purpose, e.g. hazardous situations/training. 	<ul style="list-style-type: none"> control a device through a more complex sequence of instructions, e.g. ones containing a loop use a computer to collect and process data from the environment. 	<ul style="list-style-type: none"> create a set of computer instructions to solve a problem select appropriate input and output devices to solve problems.