

Yr 9.3 Assessment Grid- Systems Architecture



	Skill		Knowledge	
	Practical Skill Range and quality of ICT & programming skills and techniques	Analysing and evaluating Identifying areas for improvement and identifying where issues have developed and ways to resolve this. Both in their own work and others.	Theory Talking about Computational thinking and making IT connections in the real world .	Computational thinking Level Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, or both, can understand.
Exceptional GCSE 8-9 in Y11	Fluent In: <ul style="list-style-type: none"> Identify what operating systems they are currently using Be able to list a wide range of operating systems Accessing previous work and versions easily Selecting the appropriate software to present their work and justify their choice 	Fluent In: <ul style="list-style-type: none"> Justifying their choice of memory with extensive reasoning linking to capacity, cost and portability Explaining to others the differences between the 3 categories whilst using correct terminology Comparing and contrasting memory types for all scenarios 	Fluent In: <ul style="list-style-type: none"> Naming 5 or more embedded systems from a range of categories Identify a range of differences between embedded systems and general purpose systems Using the correct terminology consistently Linking the use of these and esafety considerations consistently 	Fluent In: <ul style="list-style-type: none"> Identifying the key elements of a CPU and their role within it Defining what a range ROM and RAM stand for and a range of their characteristics Identify and explain the different factors which can affect the performance of a PC.
Higher GCSE 6-8 in Y11	Secure In: <ul style="list-style-type: none"> Identify a wide range of operating systems Accessing previous work and versions easily Selecting the appropriate software to present their work and justify their choice 	Secure In: <ul style="list-style-type: none"> Justifying their choice of memory with some reasoning linking to capacity, cost and portability Explaining to others the differences between the 3 categories some terminology is used Comparing and contrasting memory types for all scenarios 	Secure In: <ul style="list-style-type: none"> Naming 3 or more embedded systems List 1 difference between embedded systems and general purpose systems Using the correct terminology sometimes Linking the use of these and esafety considerations sometimes 	SecureIn: <ul style="list-style-type: none"> Identifying the key elements of a CPU and can explain the role of 2 or more of them. Defining what a range ROM and RAM stand for and can name 1 or more characteristics Identify some of the different factors which can affect the performance of a PC.
Intermediate GCSE 4-6 in Y11	Growing In: <ul style="list-style-type: none"> Identify 2 or more operating systems Logging on with some guidance 	Growing In: <ul style="list-style-type: none"> Can select a memory type with some justification but this is limited. 	Growing In: <ul style="list-style-type: none"> Naming 1 or more embedded systems Naming 1 or more general purpose systems 	Growing In: <ul style="list-style-type: none"> Can identify the key elements of the CPU but struggles to explain their role.

	<ul style="list-style-type: none"> • Accessing Previous work with guidance • Selecting the appropriate software to present their work when suitable options are suggested 	<ul style="list-style-type: none"> • Understands how cost can impact a users choice • Can pick a memory type for all scenarios 	<ul style="list-style-type: none"> • Using the correct terminology occasionally • Linking the use of these and esafety considerations occasionally 	<ul style="list-style-type: none"> • Defining what a range ROM and RAM stand for. • Identify 1 factor that can affect the performance of a PC.
Foundation GCSE 2-4 in Y11	<p>Emerging In:</p> <ul style="list-style-type: none"> • Can name 1 operating system • Logging on with support • Accessing previous work when supported • Needs direction when selecting the appropriate software to present their work 	<p>Emerging In:</p> <ul style="list-style-type: none"> • Can select a memory type for each scenario but can't justify their choice • Understands how cost can impact a users choice • Can pick a memory type for some of the scenarios, however they are not always suitable. 	<p>Emerging In:</p> <ul style="list-style-type: none"> • Naming 1 embedded systems or general purpose system • Naming 1 or more general purpose systems • Linking the use of these and esafety considerations rarely 	<p>Emerging In:</p> <ul style="list-style-type: none"> • Can define the term CPU and may identify 1 key element within it. • Defining what a range ROM and RAM stand for.

Outstanding	Making outstanding progress on their learning journey this term (almost into next pathway)
Above expected	Making more than expected progress on their learning journey this term (consistently working on this pathway)
Meeting expected	Making expected progress on their learning journey this term (mostly working on this pathway)
Working towards	Working towards their learning journey this term (below this assigned learning journey consistently)

Assessment Grades:

Pathway	Assessment Mark %	KASH Progress
Exceptional	96 - 100	Outstanding
	92- 95	Above expected
	88-91	Meeting expected
	85-87	Working towards

Higher	80 - 84	Outstanding
	75 - 79	Above expected
	70-74	Meeting expected
	65-69	Working towards
Intermediate	60- 64	Outstanding
	54 - 59	Above expected
	46 - 53	Meeting expected
	41-45	Working towards
Foundation	35-40	Outstanding
	28-34	Above expected
	21-27	Meeting expected
	0-20	Working towards