

What makes a level 4?

Characteristics of level 4	Exemplification in the STUs
Pupils produce solutions which combine information from different sources, checking the validity of their sources, e.g. text and pictures from the Internet and school intranet. They compare their use of ICT with other methods.	Illustrated, for example, in STU 7.2 where pupils select and evaluate information from the Internet and STU 7.5 where pupils extract information from large data sets, check its source and the suitability of the output.
Pupils make decisions about the information they choose: they interpret, develop and refine it. They will be able to refine against given criteria.	In STU 7.3 pupils produce a leaflet with the structure and content predetermined. In order to demonstrate level 4 achievement they would need to be given opportunities to develop their leaflet for a specific purpose, ensuring that their leaflet meets the criteria given. They might demonstrate this by annotating their leaflet against the agreed criteria.
All their solutions will show that they can identify a purpose and the intended audience, and use ICT to refine the solution.	In STUs 7.1 and 7.3 pupils have a clearly-defined purpose and audience against which they evaluate and refine their work. They develop their solution to ensure that it meets the purpose set.
At all stages they are able to plan, test and refine instructions to solve their problem.	In STU 7.6 pupils plan a simple solution to control the temperature of a room, test the solution and make amendments to ensure that it works.
Throughout, there is evidence that pupils are beginning to query the value of any information, checking for errors and plausibility of any conclusions they derive. They recognise that poor quality information leads to unreliable results.	Developing the model in STU 7.4, pupils need to check that their solutions are accurate and valid.
Pupils explore patterns and relationships, refining a model to arrive at the solution. Pupils understand that ICT-based models/simulations can be used to forecast outcomes. Pupils ask 'what if ...?' questions to test the plausibility of the model and interpret the results.	In STU 7.4 pupils develop the model as they test. In 7.4 the disco model has more variables added as the 'what if ...?' questions are asked in relation to profitability on different days.
They exchange information in a variety of ways including via e-mail.	