

Doing better in GCSE ICT

To achieve a grade C in GCSE ICT you need to be confident in all of these aspects.

(Use the code in the second column to say how well you think you are doing: G - green, very confident; O - orange, not fully sure; and R - red, not very confident. Ask your teacher about anything you colour red.)

Can I?		What can I do to improve?
Use the correct ICT words and symbols to write exactly what I mean.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Every time you read or write the name of hardware, software or use technical language make sure that you have spelt it correctly. • Make a list of key words and their meanings for each topic. Work with a friend: test each other on meanings and spellings.
Describe how I do things on the computer.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Work with a friend to describe some of the things you do in your ICT lessons, e.g. you might want to try describing how to set up a formula or a mail-merge. • Get your friend to do what you are describing so that you can check that it works.
Explain how hardware and peripherals are used.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Collect together a set of diagrams or pictures of hardware and peripherals and explain to a friend: <ul style="list-style-type: none"> - what they are - what they do - when you would use them. • Do this a number of times until you are sure that you are not making any mistakes. • Practise writing out these explanations quickly without any errors.
Draw the system life cycle and explain what each part means.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Use sticky notes and write down some examples which tell you what is happening at each stage of the system life cycle: identify - analyse - design - implement - test - evaluate. • Check with your teacher that the examples are correct. After a few days, mix them up and see if you can put them back in the right order.
Draw a Level 1 data flow diagram without any help.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • When a customer orders something from a company, a number of departments will be involved. The sales department will take the order; there will be a credit check; accounts will take the cost of the goods from the credit card and the warehouse will send the goods out. You need to know how this works. • Check with a friend that you get the departments right. • Check that you can describe the data flow through these departments.

Can I?		What can I do to improve?
Use complex lines of enquiry to find and select information.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Make sure that you can say what you would need to do in order to find something on the Internet. Practise finding things out using searches that include and, or, not. • Make sure that you know how to write these down. Remember that in an examination you won't be able to use a computer.
Share and present my work, and change it depending on the audience for my work.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Work with a friend on some presentations that you have both prepared. Be honest about what could be improved and why. Think about the audience for your presentation - have you done what they would expect? • Can you explain what improvements you can make and why you would make them?
Use a computer model to investigate and test a hypothesis.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Change a rule in a spreadsheet model. Look at it carefully and write down: <ul style="list-style-type: none"> - what happened to the spreadsheet - why it happened - how the rule was changed - who the changes will affect. • Make sure that you write something under each of these headings each time you look at a computer model. It is very important that you can write these down.
Write about how important it is that personal and company data are safe, and that other people or companies cannot use data that belong to someone else.	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Think about the sort of data that people can find out about you, and how they might use it in ways that could hurt you. Think about mobile phones, e-mails, chat rooms and Internet shopping. Use examples like this in questions about personal data.
<p>Write clearly and carefully when answering different kinds of examination question:</p> <ul style="list-style-type: none"> • list • state • identify • describe • analyse • design • justify • evaluate. 	<input type="radio"/> R <input type="radio"/> O <input type="radio"/> G	<ul style="list-style-type: none"> • Make sure you know the difference between the words listed in the column on the left. • When you write an answer to a question, think of a reason: <i>I chose to use a spreadsheet to solve this problem because ...</i> • Practise giving answers that look at things from a different point of view, e.g. <i>The audience for my presentation was made up of people of my own age. However, I would have changed the font if ...</i>