

Total Marks: / 60

Level: 1 | 2

Grade: P | M | D | D*

Name:

Unit 8 Assessment Log

Learning Objective	Mark Band 1	Mark Band 2	Mark Band 3	Total Marks
1: Be able to devise algorithms to solve problems.	<input type="checkbox"/> Basic analysis of the problem. <input type="checkbox"/> Identify some outputs, inputs, and processing requirements. <input type="checkbox"/> Select a programming language and partly justify choice. <div>[3]</div>	<input type="checkbox"/> Sound analysis of the problem. <input type="checkbox"/> Identify most outputs, inputs, and processing requirements. <input type="checkbox"/> Use analysis to select an appropriate programming language and give some justification for the choice. <div>[6]</div>	<input type="checkbox"/> Thorough analysis of the problem. <input type="checkbox"/> Accurately identify the outputs, inputs, and processing requirements. <input type="checkbox"/> Use the analysis effectively to select an appropriate programming language and fully justify the choice. <div>[9]</div>	/9
	Produce algorithms that partially define a solution to some elements of the problem: <input type="checkbox"/> Flowchart <input type="checkbox"/> Structured English Identify success criteria which: <input type="checkbox"/> Are partially suitable <input type="checkbox"/> Demonstrate a basic understanding of the problem <div>[4]</div>	Produce algorithms that define a workable solution to most elements of the problem: <input type="checkbox"/> Flowchart <input type="checkbox"/> Structured English Identify success criteria, most of which: <input type="checkbox"/> Are suitable <input type="checkbox"/> Demonstrate a clear understanding of the problem <div>[8]</div>	Produce algorithms that define a complete and effective solution to the problem: <input type="checkbox"/> Flowchart <input type="checkbox"/> Structured English Identify suitable success criteria which: <input type="checkbox"/> Demonstrate a thorough understanding of the problem <div>[11]</div>	/11
Notes				



Learning Objective	Mark Band 1	Mark Band 2	Mark Band 3	Total Marks
2: Be able to develop computer programs	<input type="checkbox"/> Produce a partial solution to the problem with limited functionality . Use some : <input type="checkbox"/> Constructs (selection) <input type="checkbox"/> Variables <input type="checkbox"/> Operators (<,>,:) [5]	<input type="checkbox"/> Produce a partially working solution to the problem. Use a range of: <input type="checkbox"/> Constructs (selection, repetition) <input type="checkbox"/> Variables <input type="checkbox"/> Operators (<,>,:,+) [8]	<input type="checkbox"/> Produce a working solution to the problem. Effectively use a wide range of: <input type="checkbox"/> Constructs (selection, repetition, subroutines) <input type="checkbox"/> Variables <input type="checkbox"/> Operators (<,>,:,+,*) [10]	/10
	Some annotation of the code using limited terminology to demonstrate a limited understanding of how the following have been used: <input type="checkbox"/> Constructs <input type="checkbox"/> Variables <input type="checkbox"/> Operators <input checked="" type="checkbox"/> <i>Errors in spelling, punctuation and grammar may detract from the clarity of the evaluation.</i> [4]	Annotation of the code, using some terminology appropriately , to demonstrate a sound understanding of how the following have been used: <input type="checkbox"/> Constructs <input type="checkbox"/> Variables <input type="checkbox"/> Operators <input type="checkbox"/> Occasional errors in spelling, punctuation and grammar do not affect the overall meaning. [7]	Clear and detailed annotation of the code, using terminology appropriately , to demonstrate a thorough understanding of how the following have been used: <input type="checkbox"/> Constructs <input type="checkbox"/> Variables <input type="checkbox"/> Operators <input type="checkbox"/> Few, if any, errors in spelling, punctuation and grammar [10]	/10
Notes:				



Learning Objective	Mark Band 1	Mark Band 2	Mark Band 3	Total Marks
3: Be able to test and evaluate computer programs	<input type="checkbox"/> Create a basic test plan which partially tests the functionality of the program. <input type="checkbox"/> Screenshots as evidence of carrying out some testing. <div>[5]</div>	<input type="checkbox"/> Create a sound test plan which tests most of the functionality of the program. <input type="checkbox"/> Screenshots as evidence of carrying out most of the test plan. <div>[8]</div>	<input type="checkbox"/> Create a comprehensive test plan which fully tests the functionality of the program. <input type="checkbox"/> Screenshots as evidence of systematically carrying out the full test plan. <div>[11]</div>	/11
	<input type="checkbox"/> Use the results of testing to produce a basic evaluation of the solution. <input type="checkbox"/> Evaluate against some of the requirements and the success criteria. <input checked="" type="checkbox"/> <i>There may be limited use of technical terminology.</i> <div>[5]</div>	<input type="checkbox"/> Use the results of testing to produce a sound evaluation of the solution. <input type="checkbox"/> Evaluate against most of the requirements and the success criteria. <input type="checkbox"/> For the most part the evaluation is relevant and presented in a structured and coherent format. <input type="checkbox"/> Use technical terminology that is sometimes accurate and appropriate. <div>[8]</div>	<input type="checkbox"/> Use the results of testing to provide a thorough evaluation of the solution. <input type="checkbox"/> Evaluate against all of the requirements and the success criteria. <input type="checkbox"/> The evaluation is relevant, organised and presented in a structured and coherent format. <input type="checkbox"/> Appropriate and accurate use made of technical terminology. <div>[10]</div>	/10
Notes:				

