Communicating Level 4 - 5

From level 4, pupils learn to:	To level 5, pupils learn to:
Capture, store and exchange information digitally by a variety of means	Select appropriate methods of exchanging digital information and recognise that the format affects the method of exchange
Typically, pupils can:	**Typically, pupils can:**
Demonstrate a variety of ways of capturing and exchanging information digitally, e.g. use email to communicate and share attached files, including large data sets	Choose a file format based on the purpose of the task and the chosen method of exchanging information, e.g. consider file type, compatibility with recipient's software, file size, recipient's download capacity and technology
	Typical activity
Activity	Pupils do one or more of the following: view pictures on mobile phones; open and use a picture, sound or video file as an email attachment; attach a picture, sound or video file to an email.
Activities that will result in a step change	Pupils look at the size of an email when a high-quality picture file is attached. Then they consider other options, including sending a link to a web page from which the image can be downloaded. Pupils compare the methods from the point of view of the person receiving the image.
Key questions (to help make a judgement about appropriateness and understanding)	When is it appropriate to use an email to send a picture as opposed to using a mobile phone and attaching the picture to a text message? What are the range of devices and systems that can be used to download information? What are the implications of these for possible recipients? What are the issues in dial-up versus broadband, and PDA versus laptop, or PC versus mobile phone? Would you send a file produced in a specialist design application to a PDA?
Common misconceptions: pupils sometimes think...	There is only one format in which to send and receive digital material, and this format is used for exchange between all devices. Attaching a picture has no impact on the size of the communication or the length of time it takes to send it. Technical limitations, e.g. file size, don't apply to them.

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From level 4, pupils learn to:	To level 5, pupils learn to:
Use digital communication to share information and collaborate with others for a purpose	Use digital communications for the sharing and collaborative development of ideas, for a variety of purposes
Typically, pupils can:	**Typically, pupils can:**
Choose a way to share information and collaborate with others that is appropriate for the intended purpose, e.g. photo–sharing website, web log for a diary, shared network folder	use ICT to collaborate and develop ideas responsibly using several methods, e.g. email groups, wikis, forums using given protocols
	Typical activity
Activity	Visit a selected established web log (blog) and leave a relevant comment. Look at an online forum (possibly on the school's virtual learning environment (VLE)). Discuss the key differences between these two collaborative tools and compare the tools with social networking sites such as MySpace, Facebook or YouTube.
Activities that will result in a step change	Set up and use a wiki or forum (on the school's VLE) to share and develop ideas linked to current work in another curriculum area. Discuss and identify the benefits of these means of communicating.
Key questions (to help make a judgement about appropriateness and understanding)	What is inappropriate and appropriate personal information to share online? What are the key differences between a blog and a forum? When would you use a blog or a wiki? Why would you use a blog or a wiki rather than writing an ordinary web page? What are the disadvantages and advantages of social networking sites over, for example, email?
Common misconceptions: pupils sometimes think...	Forums and blogs do the same thing. Information entered on a social networking site is not publicly available. If information is deleted from a website, it no longer exists. There is no way of limiting comments on a blog.

Communicating Level 4 - 5

From level 4, pupils learn to:	To level 5, pupils learn to:
Recognise the risks associated with the sharing of personal information digitally and to take actions to protect themselves	Work in a safe and responsible way when communicating with others
Typically, pupils can:	**Typically, pupils can:**
Give examples of the misuse of personal information and make appropriate judgements about sharing personal information safely, e.g. not putting personal details on social networking websites	Make informed decisions about safe and responsible practices, while respecting others, e.g. what personal information to share, downloading from unknown websites, respecting copyright, the need for virus control
	Typical activity
Activity	Pupils develop a comprehensive checklist of the possible risks to e–safety associated with communicating online. They then identify and select the items from this list that are relevant to a list of tasks and record how they will address these. As they work through other activities, for example using blogs and social networking sites, they routinely refer to the list and identify and select the possible risks that are relevant. Pupils append to their work a description of the possible problems associated with the specific context in which they are working and the steps they plan to take to reduce the risks.
Activities that will result in a step change	Pupils identify and record for each task the risks and the steps they will take to minimise these risks.
Key questions (to help make a judgement about appropriateness and understanding)	What could go wrong with communicating online? What would be the consequences? What steps can you take to minimise the risk?
Common misconceptions: pupils sometimes think...	All likely recipients of a communication are honest and straightforward. There are no dangers in providing personal information electronically. Only friends access your data on Facebook. There is no need to acknowledge sources of information from the web.