



Assessing pupils' progress in ICT at Key Stage 3:

Standards File
Pupil A



Pupil A Secure Level 5 ICT Standards File

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Summary

Pupil A works in a mixed ability class. Evidence for Pupil A's achievement in ICT comes from a range of teaching and learning activities. The three activities represented in this file demonstrate her particular progress with finding, using and communicating information. Her teacher also indicates that A has developed skills in planning, developing and evaluating, but considers that she needs to be given more opportunity to demonstrate her ability in sequencing instructions and handling data. On balance, the teacher's overall judgement places A at a secure level 5.

The evidence

1. E-safety presentation
2. School Pantomime
3. Electronic advertising

1 E-safety presentation

Assessment focuses

AF1, AF3

Context

As part of a unit of work on communicating information and e-safety, the teacher asked pupils to select from a range of topics on e-safety to research and convey information to an audience of their own choosing.

During the unit, the teacher asked pupils to develop success criteria, evaluate their own work and that of their peers and then make any necessary changes, undertaking a final evaluation at the end.

Pupil A chose to research information on the dangers of using the internet in order to convey important messages to her 8-year-old younger sister.

Pupil A's work

Pupil A chose the audience as her eight-year-old sister, giving clear reasons for her choice. She searched the internet to find out more about e-safety and selected the appropriate information for her sister. Pupil A represented her ideas on a concept map to help her plan her key messages and structure her solution. She chose to include advice about internet safety and keeping safe, information on cyber bullying and case studies of inappropriate use.

'I am doing this because internet safety is getting more important and what people say on things like chat sites isn't always true and you need to know that it might be somebody not very nice and my sister needs to know what to do'


In her notes, Pupil A identifies sources of information and comments on their reliability:

'The purpose will be to give my sister and children her age information about being safe. I searched some sites to get information. I used www.childline.org.uk, www.bullying.co.uk, www.thinkyouknow.co.uk I can trust the information on ChildLine because the front page said it was run by the NSPCC. I wasn't sure about the Bullying.co website. Thinkuknow is run by CEOP¹ so that information should be OK.'

Pupil A then decided what ICT tools would be needed and developed some simple success criteria to evaluate her work.


'I'm going to do a movie because moving images and sound are more appropriate for a younger audience than lots of text.... I think it's the most suitable for my audience as they don't have to read too much on screen.....'

1. The Child Exploitation and Online Protection (CEOP) Centre is a national police organisation focused on the protection of children and young people from sexual abuse and exploitation. For more information visit www.ceop.gov.uk



Success criteria

- Suitable for 8 year olds
- Images are clear
- Images are right for the audience
- Simple language
- Includes social networking and instant messaging
- Can be put onto a DVD or memory stick



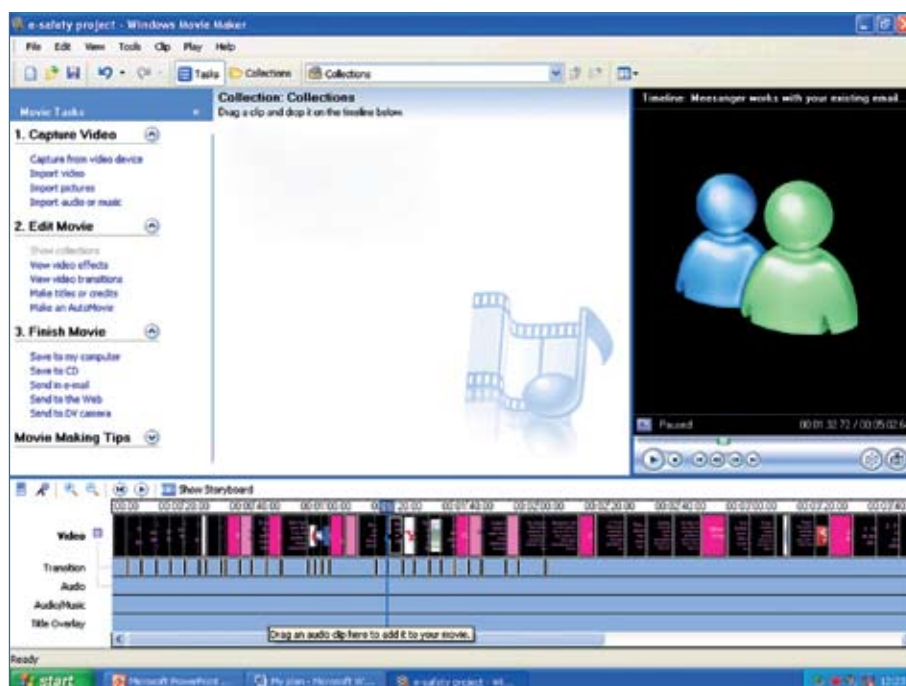
Pupil A structured her ideas using a storyboard to select the right text, images and sounds. She then used the software facilities to refine, rearrange and amend the components of the video until it was in the right order. She included a general introduction to e-safety, social networking and instant messaging, as well as some case studies and three golden rules that children should follow.

Name = Pupil A

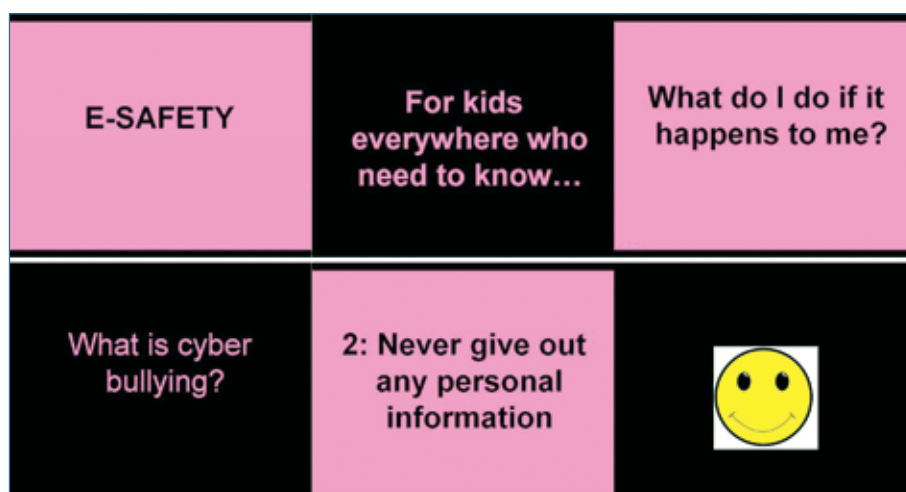
Initial design for my movie

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
MGM LOGO (if I can get it)	Name etc:- Title - e safety "Music by ..." Statistics of cyber bullying.	CEOP Video (Text animates on to screen, explaining what is happening, what CEOP is saying, what they do and how they can help you)	Still images with writing and music (writing animated) Brief info. on different aspects of e safety.	Case Study on internet safety Stage 6 More images/ advice Stage 7 Credits

Anything else....



Microsoft product screenshot reprinted with permission from Microsoft Corporation.



Pupil A presented her work to her peers and to her 8-year-old sister and friend.

Her peers thought that the presentation was suitable for the intended audience of an 8-year-old child and that the images were clear. Other feedback indicated that the backing track to the video clip needed to be longer as it had to be repeated because it was too short.

Pupil A then drew the feedback together and produced a final evaluation of her work against her original success criteria.

Evaluation against success criteria

- **Suitable for 8 year olds?**
 - Yes, I asked my sister and her friends. They watched it all and said they would know what to do to keep safe.
- **Images clear?**
 - The images are clear and not blurry.
- **Images right for the audience?**
 - My sister said the pictures weren't frightening and they made it easy to understand.
- **Simple language?**
 - People in my class said the language was OK.
- **Includes social networking and instant messaging?**
 - Yes, I put these in.
- **Can be put onto a DVD or memory stick?**
 - I don't know how to save onto a DVD, but it will save on a memory stick.



Teacher's notes

AF1

- Pupil A structured a solution to the problem of producing a relevant presentation on e-safety to meet her target audience.
- Pupil A combined, structured and developed different forms of information using an appropriate range of ICT tools and techniques.
- Pupil A developed success criteria to evaluate the quality of her solution.
- Pupil A used her evaluation criteria to judge the effectiveness of the solution and was able to identify areas that could be improved.

AF3

- Pupil A has taken account of accuracy when searching for and selecting information.
- Pupil A demonstrates her understanding of e-safety issues through the advice she gives in the video.
- Pupil A has demonstrated the ability to re-purpose information she sourced and to present it in a form and style suitable to a particular audience.

Assessment commentary

Pupil A structured a solution to presenting information on e-safety to a particular target audience. She developed and used success criteria to evaluate her work. In developing her solution, she considered a number of IT tools finally deciding on a video presentation with text, effects and music, researching the information she required on the internet. Throughout her work, her awareness of audience was strong and reflected in the choices she made.

Next steps

To make further progress pupil A will need opportunities to:

- recognise and describe the technical limitations and strengths associated with a range of digital communication methods
- use feedback from the audience to inform the development of digital communications e.g. make changes to the video based on feedback
- recognise copyright and other constraints e.g. demonstrate an awareness of which of the resources used are copyrighted.

2. School Pantomime

Assessment focuses

AF1, AF2

Context

Pupils were working on a unit to develop financial models. Their ICT teacher gave them the real context of planning for a school pantomime and asked them to help the Head of Drama decide what to charge for tickets. The pupils interviewed the Head of Drama to find out what happened last year and what was required this year.

The drama teacher asked them to consider:

- The associated costs and profit margins
- The ticket price needed to make a profit

Pupil A's work

Pupil A planned the project, choosing to use a spreadsheet to record her plan. She identified the tasks involved and arranged them in a gantt chart.

	A	B	C	D	E	F	G
1	Plan for my project for the Drama department						
2		Week 1	Week 2	Week 3	Week 4	Week 5	
3	Interview head of drama						
4	Plan the project						
5	Success criteria						
6	Work out inputs, processes, outputs						
7	Design spreadsheet						
8	Put spreadsheet on the computer						
9	Test formulas						
10	Check with Head of Drama						
11	Evaluation						
12	Presentation						
13							

Pupil A chose to use a spreadsheet to work out the disco costs, the profit and the ticket price. She justified her choice of software to the teacher saying that it would make it easy to perform calculations, try things out, change values and see what happens.

Pupil A structured the initial model on paper, identifying inputs (cost of staff, lighting, costumes, etc), processes (calculations for seat price*number of seats; total expenditure etc) and outputs (total costs) using information from the interview with the Head of Drama. She used a spreadsheet to create her model but when she put in some simple test data she noticed that one of her formulas was incorrect, as she had missed out one of the cells in a range. She altered the formula and checked that it gave the correct result. Once she was sure the model worked, she entered the data collected from the Head of Drama to work out what profits would be made if tickets were priced at £5.

'If on each night we pay £500 for lighting, £300 for costumes, £100 for rights and sell 500 tickets on Thursday & Saturday and 460 tickets on Friday, and sell the tickets for £5 each, it would make £4465 profit'

	A	B	C	D	E	F	G	H
1		Day (Performances)						
2		Thursday	Friday	Saturday	Totals		Ticket Price	5
3	Caretaker	30	=B3*1.5	=B3*2	=SUM(B3:D3)			
4	Lighting/special effects	500	500	500	=SUM(B4:D4)			
5	Costume/sets	300	300	300	=SUM(B5:D5)			
6	Performers Rights	100	100	100	=SUM(B6:D6)			
7	Total cost per night	=SUM(B3:B6)	=SUM(C3:C6)	=SUM(D3:D6)	=SUM(B7:D7)			
8								
9	Seats Avail	500	460	500				
10								
11	Total Income	=H\$2*B9	=H\$2*C9	=H\$2*D9	=SUM(B11:D11)			
12								
13				Profit	=E11-E7			
14								
15	C3 : caretaker gets 1.5 times cost on Friday nights							
16	D3 : caretaker gets double on Saturdays							
17	B7 : total for each night							
18	E7 : total costs for all 3 days							
19	C9 : 40 tickets reserved for VIPs							
20	B11 : Total = ticket price*no. of seats							
21	E11 : total income for all 3 days							
22	E13 : Profit=income-costs							
23								
24	Based on selling the tickets for £5 each, I would make £4465 profit							

Pupil A then used the 'goal seek' function to work out the lowest ticket price they could charge to break even.

'If on each night we pay £500 for lighting, £300 for costumes, £100 for rights and sell 500 tickets on Thursday & Saturday and 460 tickets on Friday, we would need to sell the tickets for £1.94 to break even, this makes the profit £0.00.'

	A	B	C	D	E	F	G	H	I
1		Day (Performances)							
2		Thursday	Friday	Saturday	Totals		Ticket Price	£1.94	
3	Caretaker	£30.00	£45.00	£60.00	£135.00		Need to charge £1.94 per ticket		
4	Lighting/special effects	£500.00	£500.00	£500.00	£1,500.00				
5	Costume/sets	£300.00	£300.00	£300.00	£900.00				
6	Performers Rights	£100.00	£100.00	£100.00	£300.00				
7	Total cost per night	£930.00	£945.00	£960.00	£2,835.00				
8									
9	Seats Avail	500	460	500					
10									
11	Total Income	£970.89	£893.22	£970.89	£2,835.00				
12									
13				Profit	£0.00		Profit of 0 = break even point		
14									
15	C3 : caretaker gets 1.5 times cost on Friday nights								
16	C9 : 40 tickets reserved for VIPs								
17	D3 : caretaker gets double on Saturday								
18	B7 : total for each night								
19	E7 : total costs for all 3 days								
20	C9 : 40 tickets reserved for VIPs								
21	B11 : Total = ticket price*no. of seats								
22	E11 : total income for all 3 days								
23	E13 : Profit=income-costs								

Pupil A then emailed the results from the model to the Head of Drama who asked for further information for different scenarios. Pupil A modified her model to explore what would happen if the school generated income from selling raffle tickets, programmes and refreshments but also had to pay for advertising. She also modelled what would happen if a discount was provided for children and pensioners, assuming they make up 40% of an audience.

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	A	B	C	D	E	F	G	H
1		Day (Performances)						
2		Thursday	Friday	Saturday	Totals		Adult Ticket Price	2.5
3	Caretaker	30	=B3*1.5	=B3*2	=SUM(B3:D3)		Children OAP	=H2/2
4	Lighting/special effects	500	500	500	=SUM(B4:D4)			
5	Costume/sets	300	300	300	=SUM(B5:D5)			
6	Performers Rights	100	100	100	=SUM(B6:D6)			
7	Raffle Books	5	5	5	=SUM(B7:D7)			
8	Programmes	=0.5*B14	=0.5*(C14+40)	=0.5*D14	=SUM(B8:D8)			
9	Refreshments	=0.25*B14	=0.25*C14	=0.25*D14	=SUM(B9:D9)			
10	Advertising	=1.25*20			=SUM(B10:D10)			
11								
12	Total cost per night	=SUM(B3:B10)	=SUM(C3:C10)	=SUM(D3:D10)	=SUM(B12:D12)			
13								
14	Seats Avail	450	410	450				
15								
16	Raffle Income	=B14*0.2*2	=C14*0.2*2	=D14*0.2*2	=SUM(B16:D16)			
17	Programme Income	=B14*1	=C14*1	=D14*1	=SUM(B17:D17)			
18	Refreshment Income	=B14*0.5	=C14*0.5	=D14*0.5	=SUM(B18:D18)			
19	Adult Ticket Income	=B14/100*60*H2	=C14/100*60*H2	=D14/100*60*H2	=SUM(B19:D19)			
20	Children OAP Income	=B14/100*40*H3	=C14/100*40*H3	=D14/100*40*H3	=SUM(B20:D20)			
21								
22	Total Income	=SUM(B16:B20)	=SUM(C16:C20)	=SUM(D16:D20)	=SUM(B22:D22)			
23								
24				Profit	=E22-E12			
25		without programmes, raffle tickets or drinks			=E24-E16-E17-E18			
26								
27	B8 : enough for one each. Cost 50p.			B19 : assume 60% of audience are adults.				
28	B9 : enough for one each. Cost 25p.			B20 : assume 40% of audience are OAP/children.				
29	B10 : all 20 posters paid for on Monday. £1.			C8 : includes 40 programmes for VIPs.				
30	B16 : assume each person buys 2 tickets. Price 20p			C17 : assumes everyone buys programmes except the VIPs.				
31	B17 : assume everyone buys a programme.			C18 : assumes everyone including VIPs buys a drink.				
32	B18 : assume everyone buys a drink. Price 50p.			H3 : children/OAP half price				

Teacher's notes

AF1

Pupil A was able to plan and develop a structured solution to a problem using a combination of ICT techniques. She evaluated the quality of the spreadsheet model by testing it with sample data and checking that it included all the costs required. During conversation, she showed an awareness of the benefits of using a spreadsheet to model different scenarios.

AF2

Pupil A used the spreadsheet model to answer 'What if' questions by changing the variables, for example altering the ticket price to work out the break even point. She was able to model different scenarios, for example including additional variables for programmes and refreshments and giving a discount to children and OAPs. She identified the consequences of the changes and explained these to the Head of Drama.

Assessment commentary

Pupil A planned a structured solution to a straightforward problem to model financial viability. She changed variables in a model and showed an understanding of the impact of this change on the profitability of the event.

Next steps

To make further progress pupil A will need opportunities to:

- extend the scope of the model by incorporating or changing rules, in order to test more complex hypotheses
- make and use simple success criteria that ensure fitness for purpose
- reflect on her previous work and learning in order to improve her work

3 Electronic advertising

Assessment Focuses

AF1, AF3

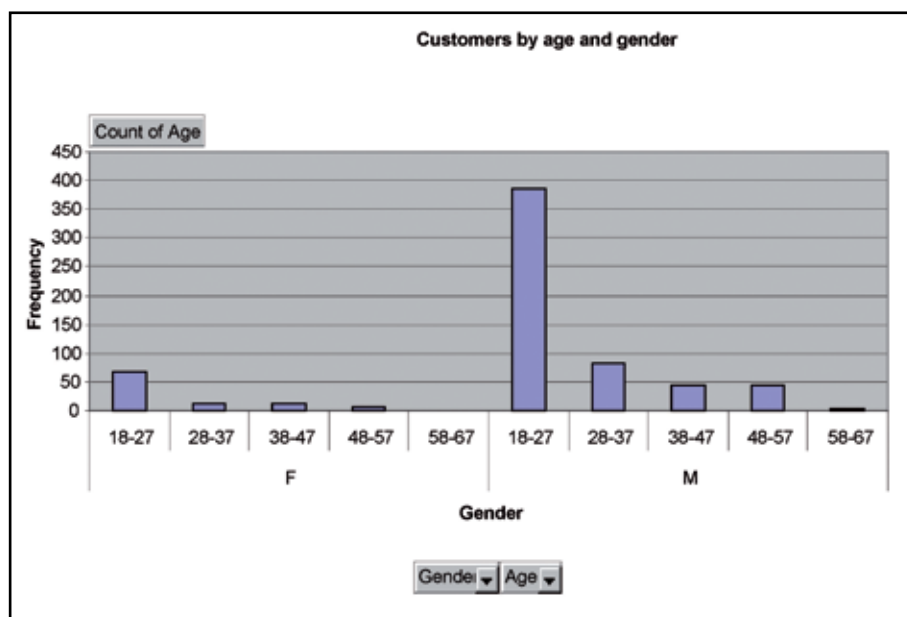
Context

As part of work exploring the development and running of an advertising campaign to boost the sales of a fictitious company, PC Youniverse, pupils planned, developed and created a variety of ways to promote games consoles. Pupils created a radio jingle, a video to advertise a games console and a letter to send to existing customers.

The teacher set the overall brief and took the role of the Managing Director of the company. As this was an extensive piece of work, the teacher provided an overall structure within which the pupils worked. Email was used as a key means of communication to collaborate about the development.

Pupil A's work

Pupil A began by considering the audience and how to reach them through advertising. She used the customer database provided by the teacher to find out about the customers.



'Most of our customers are male. The biggest group are aged 18 - 27. We do not have many female customers but most of them are in the younger age group. We sell most games consoles to males aged 18 - 27 but we also sell quite a lot to older men. We also sell a lot to girls aged 18 - 27 as well. If I'm going to sell more games consoles I'll have to make sure males aged 18 - 27 like the adverts. We'll have to make them want to buy a console or get a new one if they've got one already.'

Pupil A considered how to advertise the console:

'I think they would like video adverts and stuff like that. I am going to make a video for the shop because it's more fun and catches attention. I'll need to do a sound file for it too. I'll do a radio jingle with a voice and a backing track. I'll make the adverts interesting and eye catching. I'll make the console cheaper than the rest and make them want to buy one. I'll send out a mailshot of the offer to advertise.'

She chose the software tools she was going to use:

'I am going to use Dance EJ and Audacity to make the radio jingle. For the video I'm going to use MovieMaker and Audacity as we have this on our home computer as well as here. I'll use some of the clips my teacher has shot of the games console and controllers and there are lots of images on the k drive. I'll use the internet to find out prices of consoles.'

Pupil A used a combination of ICT tools and techniques to combine and refine information.

'I started my radio advert. To do this I wrote the script first and then made the background music in DanceEJay. This has a large number of loops that you choose from and add to the tracks. When it was sounding right I saved the file and then exported a .wav file so that I could use it in Audacity.'

Radio Script:

"Ever wanted a games console but they cost a bit too much

Not any more it doesn't

Come down to PC Youniverse and get yours for just £165.99

Yes that's right just £165.99!

That's a huge saving

With hundreds of games and accessories to choose from it's the Must Have gaming accessory of the year

But hurry, sale ends April 1st. PCYouniverse – Why pay more?"



Dance eJay screenshot reprinted with permission from Empire Interactive Europe Ltd.



Pupil A used a variety of tools and techniques to structure, edit and refine her advert:

'Using Audacity I imported my backing track and then used the microphone to add my voiceover from the script. To make it all work I then moved the tracks around and adjusted the volumes of each track.'

Pupil A considered audio quality and its effect on file size.

'I started by using the best quality to record and when it was ready I exported the file as a .wav file. This will give a good quality but smaller. I then sent it to my teacher by email to complete my task.'

Pupil A used a variety of tools and techniques to structure, edit and refine her video advert:

'I made the video advert in the same way as the radio advert. I made a different backing track in DanceEJay and saved it. Then I loaded Movie Maker and got all of the files I needed onto the timeline in the right order. Then I used the tools in MovieMaker to split the clips and cut out the bits I didn't want. I used the Make Titles tools to add my text and used the animated text effects.'

Pupil A considered file size and an appropriate medium for showing the final advert:

'When it was finished I used the export wizard to choose the video for broadband setting. This was because I needed to make a .wmv file that I could email and on this setting the file was about 3,288 KB which is about 3MB. This is still a big file but it is good quality and is still OK to email. When it is finished I can export it as a DVD to show on a TV in the shop window.'

Pupil A used email to collaborate and exchange ideas:

'We had to email our work to our teacher who made suggestions about what we needed to change. He also kept sending us emails about what the company needed.'

'As part of our homework we had to write a letter to get customers to buy a console. In class I selected the customers who were age 18-27 and created a mail merge to print out the letters. We had to select the information we wanted and use it in our letter.'

.....

PC Youniverse
55 yyyy yyy
yyyy yyyy yyy
yyyy yyyy

PC Youniverse

November 9, 2008

«Forename»«Surname»

«Address_1»

«Address_2» «Address_3»

«Address_4»

Dear «Forename» «Surname»

In this letter I hope to inform you on our spectacular offers we have at the moment. As a loyal customer you are entitled to special offers on the latest game consoles.

Product A is a brand new hi-tech gaming console with state of the art graphics and brilliant controls. To find out more about it visit www.yyyyyyy.com.

We are selling you our product for an amazing price of just £175.99-£165.99 and with a free game – *of your choice!* That's a huge saving of over £30! And It doesn't end there...

On the 15th March we will be holding a 'Half Price Day!' In all of our UK stores. That's *everything* half price. There's no reason to miss out! Enjoy your gaming!

Sincerely,

Creative Director

Why pay more?

Pupil A presented her work to the class and gathered feedback:

'Most people thought my work was good but that my 3 sorts of adverts should have been more similar. I used different backing music for the radio and the video and the letter doesn't have an easy to see logo. I could have used this in my video as well.'

Teacher's notes

AF1

- Pupil A has planned a solution to a problem using a combination of tools and techniques to create a range of advertisements to increase the sales of games consoles.
- She has investigated the shop customers and identified the audience for her adverts.
- Pupil A has developed some basic criteria for judging the success of her adverts
- Pupil A has combined, developed and refined different forms of information using an appropriate range of ICT tools and techniques.

AF3

- Pupil A has followed a complex line of enquiry, using appropriate search criteria to analyse the data about customers in order to identify her audience
- Pupil A has presented information in a range of forms and styles for specific purposes and audiences.
- She has used ICT to exchange ideas with her teacher using email and making amendments in response to feedback received.

Assessment commentary

Pupil A planned a structured solution for the three elements of the advertisement campaign. She created a range of media presentations appropriate to the audience, justifying her decisions and developing some basic success criteria. She used a data handling package to analyse data about customers and demonstrated an awareness of what appeals to the audience, but she does not articulate this as part of the success criteria. She used a range of different ICT tools to structure, develop and refine her work, taking on board comments from feedback.

Next steps

To make further progress pupil A will need opportunities to:

- Devise and review success criteria to modify and develop her work as it progresses e.g. articulating her awareness of radio advertising conventions and evaluating her solution against them
- Further discussion on using ICT to collaborate on a piece of work, strengthening collaborative work done in class but using ICT as the medium for collaboration.

Assessment summary

AF1 Planning, developing and evaluating

Pupil A clearly understands the need to plan and structure solutions to problems carefully. She has demonstrated her understanding of the need for evaluation criteria in order to judge the effectiveness of her work and evaluate the solution she has created. She shows the use of a wide range of ICT tools and techniques. Pupil A is working at a secure level 5 in this area.

AF2 Handling data, sequencing instructions and modelling

Pupil A is able to access a wide range of information and has displayed confidence when selecting data to be used as part of the solution. She can structure a spreadsheet model and change variables to investigate a range of different scenarios. Pupil A is working at a low level 5 in AF2 and requires more opportunities to develop this AF, including the use of logical structures to organise information and sequencing instructions.

AF3 Finding, using and communicating

Pupil A is able to find information from a range of sources and understands the need to check accuracy and reliability. She has a good awareness of audience and is able to tailor the presentation of information to match different audiences. She uses email to collaborate and demonstrates an awareness of the importance of safety when using the internet. In this area she is working at a secure level 5.

Overall assessment judgement

Pupil A shows a wide range of achievements. Her awareness of audience is strong and she has a wide range of techniques to combine, develop and refine information in different forms. She is able to plan and structure her solutions and identify success criteria. She can use a spreadsheet to model different scenarios and demonstrates an awareness of the importance of e-safety. Pupil A requires more opportunities to develop assessment focus 2, including the use of logical structures to organise information and sequencing instructions.

The overall judgement of her work is that it fulfils the criteria for secure level 5.

ICT assessment guidelines: Level 5

Pupil name.....Pupil A.....

	AF1 – Planning, developing and evaluating situations pupils:	AF2 - Handling data, sequencing instructions and modelling pupils:	AF3 - Finding, using and communicating information
L6	<p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Plan and develop solutions to problems which show efficiency and integration of ICT tools and techniques Use criteria and feedback to improve the effectiveness and efficiency of solutions Explore the impacts of the use of ICT in work, leisure and home. <input type="checkbox"/>	<p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Devise a data handling solution to test hypotheses that uses techniques to reduce input errors. Create efficient sequences of instructions including the use of using subroutines Test predictions by varying rules in models and assess the validity of the conclusions. <input type="checkbox"/>	<p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Use complex lines of enquiry efficiently to interrogate information Explain choices when presenting information for different purposes and wider or remote audiences <input type="checkbox"/>
L5	<p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Plan and develop structured solutions to problems which use a combination of ICT tools and techniques Use criteria to evaluate the quality of solutions, identifying improvements and refining their work Identify benefits and limitations of using ICT both inside and outside school <input checked="" type="checkbox"/>	<p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Use logical and appropriate structures to organise and process data Create precise and accurate sequences of instructions Change variables within models and explain the impact <input checked="" type="checkbox"/>	<p>Across a range of contexts and practical situations pupils:</p> <ul style="list-style-type: none"> Take account of accuracy and potential bias when searching for and selecting information Present information in a range of forms for specific purposes and familiar audiences Use ICT safely and responsibly <input checked="" type="checkbox"/>
BL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: BL-Below Level IE-Insufficient Evidence

Overall assessment (tick one box only)

☐ Low 5
 ☒ Secure 5
 ☐ High 5
 ☐ Low 6
 ☐ Secure 6
 ☐ High 6

Audience:Secondary ICT subject leaders

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