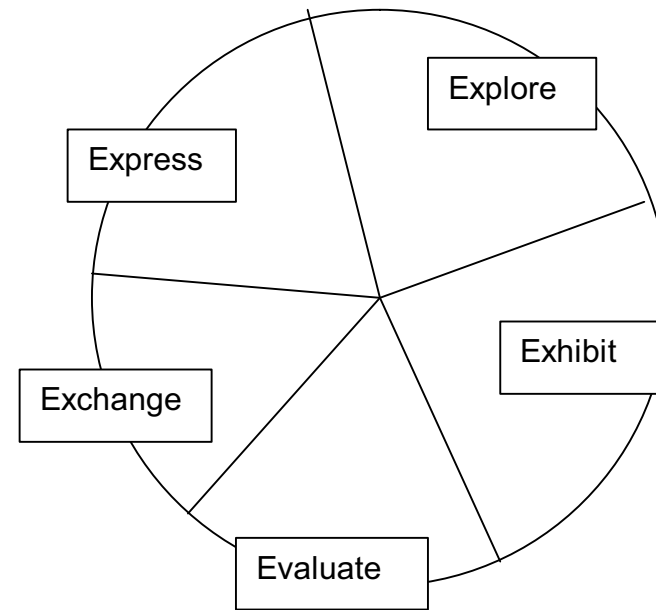


Using ICT Tasks



Using ICT Task Outline: Image Manipulation

<p>Cross-Curricular Skill: Using ICT Assessment Focus: Image Manipulation Assessment Task</p>	<p>Use electronic devices as tools to gather information in the form of images, and use software to combine, arrange and modify aspects of those images to create a visual outcome.</p>
<p>Requirements associated with Assessment Focus These statements come from the document <i>Progression in Using ICT across the curriculum</i></p>	<p>Pupils should be enabled to:</p> <p>Explore</p> <ul style="list-style-type: none"> • access and manage data and information • research, select, process and interpret information • investigate, make predictions and solve problems through interaction with digital tools <p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information using a range of digital media • manipulate information and multimedia products using a range of assets <p>Exchange</p> <ul style="list-style-type: none"> • communicate using a range of contemporary methods and tools <p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work • consider sources and resources used <p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work
<p>Suggested Subject Contexts These suggestions within subject strands/Areas of Learning are examples only. Subjects other than those listed here may also have relevant contexts for image manipulation activities</p>	<p>Art and Design – using digital image manipulation software, set up a document, and import images to make a collage of several layers. Use images from a bank of examples of work of artists who have used the theme of the holocaust in their work. Incorporate layers containing text and prepare for screen display or print.</p> <p>History – make a documentary of the holocaust in the form of a sequence of images which are collaged together and annotated to illustrate some aspect of the issues associated with the period.</p> <p>RE – compile a bank of digital images associated with the holocaust and use these to prepare a collage which focuses on the elements of anti-semitism which were a feature of the Nazi 'Final Solution'.</p>
<p>Task Description Pupils use digital image manipulation software. In this example they investigate the subject of the holocaust as it has been documented in images of the time, Nazi art, art created inside the camps, documentary footage of the liberation of the camps, the records of inmates and survivors, holocaust monuments and memorials, and the work of artists who have used the holocaust as a theme in their work, either at the time or thereafter.</p>	
<p>Prior Learning Pupils should have had time to become familiar with the equipment and procedures appropriate to the subject context. This will involve getting to know:</p> <ul style="list-style-type: none"> - The hardware and software available, such as CD-Roms of relevant images, other image files, and how to access the images. - What the software is capable of and how to use appropriate combinations of tools and commands within the interface of the software to achieve the desired outcome. - Which potential sources to choose from, some of which will be more suitable than others for the particular task (CDROM). - How to import image files in to the software workspace; position images using scale, crop, rotate commands; add subsequent images as separate layers within a document; apply image editing features to separate layers. - How to review and modify effects as the image is built up. 	

Sequence of Task

Requirements	Process of Task
Explore & Express	Stage 1 becoming familiar with hardware and software
Explore <ul style="list-style-type: none"> • access and manage data and information • research, select, process and interpret information Express <ul style="list-style-type: none"> • Create, develop, present and publish ideas and information using a range of digital media • manipulate information and multimedia products using a range of assets 	<p>Familiarity with hardware and software is about seeing examples of how ICT is applied within specific contexts. For example, understanding that an image can have various attributes adjusted to alter its appearance. It is about understanding what sort of work is done in subject contexts, and how ICT can facilitate that work. For example, seeing examples of the work of image editors and photographers in composing digital images. It will be necessary to consider the typical activities associated with specific contexts, and to appreciate how specific ICT applications and software have been developed for those activities. For example, investigating how resolution of image affects the way it is displayed on screen. At higher levels, pupils will also begin to question existing assumptions about how procedures are used and results obtained—perhaps considering alternatives and experimenting with modifications. For example, much of the work in image editing is performed on a trial and error basis, but to be successful users need to be able to move back and forth between different versions of an image to choose the one they want to work with.</p> <p>Do I know when and how ICT is used within the subject? Is there a real-world version of this work that people in jobs actually do? Is the hardware and software used in this subject different to what I already know about? Do I know enough about how to use the hardware and software to get started?</p>
Express, Exchange and Evaluate	Stage 2 composing a composite image
Express <ul style="list-style-type: none"> • Create, develop, present and publish ideas and information using a range of digital media • Manipulate information and multimedia products using a range of assets Exchange <ul style="list-style-type: none"> • Communicate using a range of contemporary methods and tools Evaluate <ul style="list-style-type: none"> • Talk about, review and make improvements to work, reflecting on the process and outcome • Consider the sources and resources used 	<p>Once pupils have had the opportunity to see how image manipulation software works, they need sufficient time to re-visit contexts and concepts to which they have been introduced. They need to spend time experimenting with different combinations of images to decide on a composition that complements their intentions. It is at this stage that pupils should begin to acquire some independence in their use of ICT—so that they are able to carry out appropriate tasks without detailed stage-by-stage instructions for every operation.</p> <p>Am I ready to do image editing on my own? What do I do if I hit difficulties in using the hardware and software? Are there any other people in the class that could help me with problems I can't work out on my own? Am I ready to try a more difficult image editing technique? Have I come up with any ideas for things to do next in the course of this work?</p>
Express, Exchange, Evaluate and Exhibit	Stage 3 applying Knowledge, Understanding and Skills to image editing
Express <ul style="list-style-type: none"> • Create, develop, present and publish ideas and information using a range of digital media • Manipulate information and 	<p>As pupils get used to using ICT within a subject context, they will need opportunities to become more independent in their work. Often, this is likely to be accomplished through undertaking activities which invite pupils to engage in successive cycles of work of increasing sophistication. Within this process of advancing complexity, there will be opportunities for pupils to choose from amongst a range of ways of going about an activity. This may be as simple as evolving a personal style of workflow in using software. Or it could extend to identifying problems for themselves, setting up a test, and trying out ways of addressing the issue identified.</p>

<p>multimedia products using a range of assets</p> <p>Exchange</p> <ul style="list-style-type: none"> • Communicate using a range of contemporary methods and tools <p>Evaluate</p> <ul style="list-style-type: none"> • Talk about, review and make improvements to work, reflecting on the process and outcome • Consider the sources and resources used <p>Exhibit</p> <ul style="list-style-type: none"> • Manage and present their stored work 	<p>How confident am I in using ICT in this subject?</p> <p>What do I need to find out so that I can make further progress?</p> <p>Do I know which combinations of hardware and software will achieve what I want in this subject?</p> <p>How well do I know the software? Can I make it do what I want?</p> <p>Can I follow the stages in doing this sort of work so that I can keep track of where I'm going and how to get there?</p> <p>How good am I at reviewing my work in progress and using review to decide what to do next?</p> <p>Could I explain to someone else how I did this work?</p>
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Making a Judgement

Requirements for Using ICT Across the Curriculum				
Pupils should be enabled to:	Level 3 Pupils can:	Level 4 Pupils can:	Level 5 Pupils can:	Level 6 Pupils can:
Explore <ul style="list-style-type: none"> Access and manage data and information Research, select, process and interpret information Investigate, make predictions and solve problems through interaction with digital tools 	access select and use information from given digital sources carry out and edit a series of instructions, make predictions and solve problems using digital devices or environment	research, select, edit and use information from a range of digital sources investigate and solve problems in a digital environment	research, select, edit, use and evaluate assets from a range of digital resources investigate and solve problems in a range of digital environments	research, select and evaluate assets from a range of digital resources, justifying and referencing their sources investigate and solve problems in digital environments by developing and manipulating models
Express <ul style="list-style-type: none"> Create, develop, present and publish ideas and information using a range of digital media Manipulate information and multimedia products using a range of assets 	communicate and develop ideas by creating and editing text onscreen - combine this with appropriate, selected images and/or sound collect, enter, organise and present data and draw conclusions	process found or self-produced assets, including text, number, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose	process found and self-produced assets, integrating text, number, sound, still and moving images to create, present and communicate their products, demonstrating a clear understanding of audience and purpose	manipulate and integrate a combination of text, number, sound, still and moving images, to create, present and communicate their information and multimedia products, for specific audiences and purposes
Exchange <ul style="list-style-type: none"> Communicate using a range of contemporary methods and tools 	understand that digital methods can be used to communicate	use contemporary digital methods to communicate	use a range of contemporary digital methods to communicate, share and exchange information with peers	use a range of contemporary digital methods to communicate, share and exchange information with peers, experts and end users
Evaluate <ul style="list-style-type: none"> Talk about, review and make improvements to work, reflecting on the process and outcome Consider the sources and resources used 	make modifications to their work	use appropriate ICT tools and features to improve work	use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome	review their use of ICT, routinely evaluating and justifying the processes and outcomes
Exhibit <ul style="list-style-type: none"> Manage and present their stored work 	save work for further use, using meaningful file names	organise, store and retrieve their work	Organise, store and maintain their work	manage their stored work, showing an awareness of format, portability and size

What to look for (non statutory guidance)				
	Level 3 can	Level 4 can	Level 5 can	Level 6 can
Format and control documents during production of finished image (explore)	follow step-by-step instructions to set up a new document	open, create and set up new document values such as size and resolution open floating palettes using menu commands demonstrate awareness of file format of resolution of scanned images	set up document values taking account of the purpose(s) and intended audience(s) for the work organise the desktop workspace to suit the task by controlling display of floating palettes	move backwards and forwards through the history of a document to experiment with effects and try out combinations of commands
Acquire pre-existing images to manipulate from a range of sources (explore/express)	follow step-by-step instructions to import images from existing files access images from a range of given sources, for example, camera, internet, own scanned artwork	import images from saved image files cut and paste from pre-existing image files access/select images (verbal observation/comment on why)	import images from files saved in a variety of formats from a range of input/image capture devices such as a digital camera, scanner, existing saved image file control resolution of images	include elements within images which have been self produced, either by importing own images, digital photographs or constructing illustrations using available tools
Use layers to collage elements of a composite image together (explore/express)	paste more than one image in to document to create multiple layers	use layers to arrange multiple images within a single document	control display of layers and change order of layers to manipulate overlapping images hide and display layers	combine groups of layers together, apply interactions between layers such as layer blends and layer effects, and control the display of the output image by manipulating layers use multiple images/layers
Use a range of selection tools (express/evaluate)	use basic selection techniques such as select all, deselect and magic wand	select individual components with images such as all contents of a single layer explain changes to an image (observation verbally)	demonstrate understanding of how to make selections in a number of ways using a range of tools such as selecting a specified colour range or by drawing out a selection marquee	demonstrate understanding that most tools and commands for image manipulation work by selecting some component of the image. choose appropriate selection tool to use to achieve intended effect
Change appearance of image(s) using values/parameters of tools (express/evaluate)	use basic image manipulation tools applied to the whole image such as Posterise	alter appearance of imported images by selecting elements of the image to adjust for example change contrast values	demonstrate familiarity with a range of image manipulation tools and how to adjust their parameters, try out effects, undo changes and revert to original conditions demonstrate awareness of audience and purpose	use and combine sequences of manipulations in order to progressively alter the appearance of images reference, review and justify choices
Change appearance of image(s) by altering relative position	follow step-by-step instructions to move, crop, scale, rotate, duplicate	move, crop, scale, rotate, duplicate (copy) individual images	control individual components within an image using commands to	independently control and manipulate all the components of a

(express/evaluate)	an image		position and assemble a number of separate layers demonstrate the process through design, drafting and versions	complex image built up of many layers
Control attributes of document taking account of portability, sharing, display and audience (exchange/exhibit)	follow step-by-step instructions to save document in native format	save document in native format	save copies of document in formats suited to different end functions such as jpeg choose file formats	import and export images between applications, manage portability and sharing, taking account of end users and audience

Using ICT Task Outline: Presentation

<p>Cross Curricular Skill: Using ICT Assessment Focus: Presentation Assessment Task</p>	<p>Prepare and deliver a digital presentation</p>
<p>Requirements associated with Assessment Focus These statements come from the document <i>Progression in Using ICT across the curriculum</i></p>	<p>Pupils should be enabled to:</p> <p>Explore</p> <ul style="list-style-type: none"> • access and manage data and information • research, select, process and interpret information <p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information using a range of digital media. • manipulate information and multimedia products using a range of assets <p>Exchange</p> <ul style="list-style-type: none"> • share, collaborate, exchange and develop ideas digitally. <p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome <p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work
<p>Suggested Subject Contexts These suggestions within subject strands/Areas of Learning are examples only. Subjects other than those listed here may also have relevant contexts for presentation activities</p>	<p>English, writers life, exemplify some aspect of grammar, talking book, interactive story PE, exercise sequence warm up to cool-down, rules of a particular sport, stages of performance to analyse movement, heart rate during exercise Technology & Design, document a manufacturing process, using a piece of equipment, show sequence through planning in design phase of work, run a rendering sequence in a 3D modelling package R.E. looped images of Diwali with voiceover, ethical implications of euthanasia</p>
<p>Task Description</p> <p>Pupils create a digital presentation for electronic display and/or exhibition. The teacher should draw attention to the intended audience and purpose, making clear that the presentation is not for a printed end-product; bearing in mind that hand-outs may form part of the activity. It will be necessary to emphasise the importance of factors such as accessibility for other users; as well as coming to appreciate the distinctions between print-based formats and digital resources which incorporate features such as transitions, voice-over, animations etc.</p> <p>It is most likely that pupils will use specific presentation software to create their work, although equivalent results can be achieved in other ways such as using 3D modelling software which provides facilities for animation. Pupils should be encouraged to think in terms of:</p> <ul style="list-style-type: none"> - using the presentation as a tool to illustrate a talk - understanding the characteristics of something running in a loop and how this can be used to attract the audience's attention - using timing within the presentation to gain and hold the attention of the intended audience - the capacity to paraphrase or précis text on-screen so that the presenter does not merely read out the text on-screen <p>Many software package templates exist which offer a natural starting point for the development of this sort of digital work. Pupils should be encouraged to redraft work as it progresses so as to adapt it to take account of the responses of a test audience</p> <p>It will be helpful for pupils to look at the advantages and disadvantages of different features and strategies commonly used to embody content. For example in presentations which:</p> <ul style="list-style-type: none"> - use mainly text; 	

- include diagrams or graphs;
- use still and/or moving images;
- have a voiceover and/or music;
- feature animations and/or transitions;
- are dependent on a 'live' presenter to interpret the content for the audience;
- are structured to run in a loop without presenter interpretation.

When pupils go on to create their own presentations they can then begin to appreciate how information can be packaged and disseminated effectively.

Prior Learning

Pupils should have had opportunities to:

- select and structure content;
- consider and reflect on what makes an effective and appropriate presentation for audience and purpose. Pupils should have been guided through a critical consideration of how to order content when making a presentation, and have investigated some basic principles for choosing and arranging material to include in their own work;
- prepare draft presentation and present finalised version;
- be familiar with the need to carry out tasks related to the preparation and manipulation of assets in a suitable order;
- be familiar with protocols for publishing information in a public context, such as acknowledging sources;
- consider the requirements of the target audience, such as attention span, visual impairment, age and previous experience of the subject chosen for presentation;
- be able to use the existing ICT infrastructure to save and make available their completed work.

Sequence of Task

Requirements	Process of Task
Explore & Express	Stage 1 plan and make
Explore <ul style="list-style-type: none"> • Access and manage data and information • Research, select, process and interpret information Express <ul style="list-style-type: none"> • Create, develop, present and publish ideas and information using a range of digital media; • Manipulate information and multimedia products using a range of assets 	<p>Once initial decisions about the focus for the presentation have been taken, then the content of the presentation needs to be created or acquired. Planning a presentation involves deciding what combination of information in the form of text, pictures and sound to use. Content is about the information, ideas and messages that are chosen and used. It is about the appropriateness, comprehensiveness and accuracy of that content, and about how the author has adapted it to suit the audience and purpose.</p> <p>When planning the activity and discussing it with pupils, teachers may ask them to consider the following questions in order to establish success criteria:</p> <p>Have I chosen to include content which is suited to the intended audience and purpose? Have I used a suitable mix of content such as text, pictures, graphs etc.? Have I edited found materials to make them fit the presentation? How much have I written or created myself, and how much have I adapted from found sources?</p>
Express and Evaluate	Stage 2 present draft, and evaluate taking account of test audience
Express <ul style="list-style-type: none"> • Create, develop, present and publish ideas and information using a range of digital media • Manipulate information and multimedia products using a range of assets Evaluate <ul style="list-style-type: none"> • Talk about, review and make improvements to work, reflecting on the process and outcome 	<p>Drafting a presentation requires that information be structured so that it is delivered in a way which engages the audience. Successfully engaging the audience may require several drafts to establish which means of getting information across are most effective. It is important that pupils retain early versions of their work for later comparison.</p> <p>Teachers may want to get pupils to ask themselves the following questions to establish success criteria:</p> <p>Is the range of content I have chosen right for my presentation, or have I included things that aren't really effective? Is the language I have used in my text suitable for the intended audience? Are the type settings suitable for the intended audience—can the text be read even by someone with a visual impairment? Have I saved all the files so that I can share my documents? Have I done a spell check—and have I checked that this hasn't corrected words that are easily confused? Have I carried out a test presentation to see how my ideas are working? Did anything come up in the test presentation that needs to be changed?</p>
Exchange and Exhibit	Stage 3 finalise amended version
Exchange <ul style="list-style-type: none"> • Share, collaborate, exchange and develop ideas digitally Exhibit <ul style="list-style-type: none"> • Manage and present their stored work 	<p>Making a presentation often requires that a presenter use prepared resources in the course of delivery. It is about how the main points are made and about how well the pacing and digital enhancements complement and clarify the intended message.</p> <p>Teachers may want to get pupils to ask themselves the following questions to establish success criteria:</p> <p>Were the messages I wanted to get across in my presentation communicated clearly and effectively? What software features did I use to make my presentation clear and effective? How did I split up the information to make my presentation clear and effective? Did I successfully incorporate a range of assets such as pictures, sounds and graphs, and did these help get my messages across to the audience?</p>

Making a Judgement

Requirements for Using ICT Across the Curriculum				
Pupils should be enabled to:	Level 3 Pupils can:	Level 4 Pupils can:	Level 5 Pupils can:	Level 6 Pupils can:
<p>Explore Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Access and manage data and information • Research, select, process and interpret information <p>Express</p> <ul style="list-style-type: none"> • Create, develop, present and publish ideas and information using a range of digital media. • Manipulate information and multimedia products using a range of assets <p>Exchange</p> <ul style="list-style-type: none"> • Share, collaborate, exchange and develop ideas digitally. <p>Evaluate</p> <ul style="list-style-type: none"> • Talk about, review and make improvements to work, reflecting on the process and outcome <p>Exhibit</p> <ul style="list-style-type: none"> • Manage and present their stored work 	<p>access select and use information from a given digital source</p> <p>create and edit text onscreen, combine images and/or sound</p> <p>understand that digital methods can be used to communicate</p> <p>make modifications to their work</p> <p>save work for future use, using meaningful file names</p>	<p>access, select, edit and use information from given digital sources</p> <p>communicate and develop ideas by creating and editing text onscreen – combine this with appropriate selected images and/or sound</p> <p>use contemporary digital methods to communicate</p> <p>use appropriate ICT tools and features to improve work</p> <p>organise store and retrieve their work</p>	<p>research, select, edit and use assets from range of digital sources</p> <p>process found or self-produced assets, including text, number, sound, still or ,moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose</p> <p>use a range of contemporary digital methods to communicate, share and exchange information with peers</p> <p>use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome</p> <p>organise store and maintain their work</p>	<p>research, select, edit, use and evaluate assets from a range of digital resources</p> <p>process found and self-produced assets, integrating text, number, sound, still and moving images, to create, present and communicate their products, demonstrating a clear understanding of audience and purpose</p> <p>use a range of contemporary digital methods to communicate, share and exchange information with peers, experts and end users</p> <p>review their use of ICT routinely evaluating and justifying the processes and outcomes</p> <p>manage their stored work showing an awareness of format, portability and size</p>
What to look for (non statutory guidance)				
	Level 3	Level 4	Level 5	Level 6
	Working individually or as part of a group, pupils can:	can:	can:	can:
	<ul style="list-style-type: none"> - Choose a slide layout - Add a background colour - Combine selected graphics/sound with text 	<ul style="list-style-type: none"> - Create a multimedia presentation showing an awareness of audience and purpose - Select and use a range of 	<ul style="list-style-type: none"> - Create a multimedia presentation, demonstrating a clear understanding of audience and purpose 	<ul style="list-style-type: none"> - Use action/navigation buttons - Insert speaker notes - Insert sound and video files - Edit graphics for example

	<ul style="list-style-type: none"> - Change font, style, size, colour of text - Deliver presentation to class or other group within the class 	<p>appropriate layouts for each slide</p> <ul style="list-style-type: none"> - Apply slide design templates - Select and use a number of transitions - Use text boxes - Use bullet points to order content - Edit graphics for example: resize, rotate, use border, sharpen - Deliver presentation to class 	<ul style="list-style-type: none"> - Use transitions appropriately - Animate slide appropriately - Add a hyperlink or insert sound and video files - Alter the sequencing of slides if necessary - Create a loop for a slideshow - Insert and embed objects - Edit graphics, for example crop, re-colour, adjust brightness, adjust contrast - Combine the above features to enhance presentation or timed loop presentation for exhibition 	<p>compress, fix background</p> <ul style="list-style-type: none"> - Use grouping and ungrouping - Select appropriate print layout when preparing handouts to accompany the presentation
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Using ICT Task Outline: Research

<p>Cross-Curricular Skill: Using ICT Assessment Focus: Researching Assessment Task</p>	<p>Carry out online research, using one given source and own individually identified sources. For the purposes of this task, the research will be relevant to personal aspirations and pupils will investigate a possible career path</p>
<p>Requirements associated with Assessment Focus These statements come from the document <i>Progression in Using ICT across the curriculum</i></p>	<p>Pupils should be enabled to:</p> <p>Explore</p> <ul style="list-style-type: none"> • access and manage data and information • investigate, make predictions and solve problems through interaction with digital tools <p>Evaluate</p> <ul style="list-style-type: none"> • consider the sources and resources used <p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work
<p>Suggested Contexts These suggestions within subject strands/Areas of Learning are examples only. Subjects other than those listed here may also have relevant contexts for research activities</p>	<p>LLW Employability – where discrete provision exists LLW Home Economics – investigate work in tourism and leisure, hospitality, food hygiene or health executive Art and Design – investigate the work of a games designer, fashion buyer, magazine editor, marketing director Music – investigate the work of a record company agent, retail buyer, promoter, DJ, session musician Drama – investigate the work of a TV presenter, Human Resources manager, negotiator, manager English – investigate the work of a journalist, researcher, PR officer, advertising executive History – investigate the work of a curator, archivist, local historian or researcher Geography – investigate the work of a surveyor, seismologist, geologist or planning officer Maths – investigate the work of an actuary, financier, banker, statistician Modern Languages – investigate the work of a translator, sales executive, customer liaison officer, diplomatist, reporter PE – investigate the work of a personal trainer, sports coach, physiotherapist, occupational health officer Science – investigate the work of a geneticist, paramedic, organic chemist, or particle physicist Design and Technology – investigate the work of an electrical engineer, machinist, computer technician, architect</p>
<p>Task Description</p> <p>For the purposes of this specific task on researching, pupils are asked, within an employability context, to select an area which matches personal interests and knowledge understanding and skills within a choice of subject. Pupils investigate case studies of routes in to related jobs and qualifications. Pupils conduct research using one given source and the Internet, and evolve appropriate search criteria to inform their investigations, ensuring as far as possible that they match aspirations with current skills/aptitudes etc. The product of this research can be determined directly by the pupil, who should decide how to record the information and what to do with it.</p> <p>The initial and specific focus for this task centres on the ICT based research carried out by pupils and they should be encouraged to consider how to plan their research, how to refine skills in using search engines and examining the results of web-searches. They should acquire information about the skills required in the areas under consideration, the qualifications associated with the jobs, and the routes to acquiring these qualifications.</p> <p>Included in the research should be a collection of materials from relevant bodies, professional organisations, careers agencies, prospectuses and forms. The assembled research should be stored as part of an e-portfolio and cross-referenced with personal interests, qualities, achievements and ambitions.</p> <p>Much of the evidence for this task may well be observational and reflect the process in which the pupil is engaged.</p>	

Prior Learning

Prior Learning in relation to ICT

Pupils should have had opportunities:

- to acquire basic skills in the use of a search engine, and refining search criteria;
- to store and manage their search findings on the intranet;
- to use appropriate software to compile and present their findings in whatever format is selected.

Prior Learning in relation to Employability

Pupils should have had opportunities:

- to consider personal strengths and aptitudes and to correlate these with subject interests;
- to use appropriate Employability software to assess aptitudes and interests.

Sequence of Task

Requirements	Process of Task
	Stage 1 personal skills Pupils consider their interests and aptitudes. They match these with some initial thoughts about the types of career that fit their preferences. The task is then to carry out research to find career paths which are appropriate to the individual pupil's mix of skills. When planning which careers to investigate, the following questions can help decide where to look first: What are my personal skills? What sorts of careers use the skills I have, or offer scope for their further development? What might I need to do to achieve a level of skill appropriate to the careers that interest me? Are there new skills that I want to acquire to fulfil my aspirations?
	Stage 2 research skills Explore <ul style="list-style-type: none"> • access and manage data and information • research, select, process and interpret information • understand how to keep safe and display acceptable online behaviour Using the search criteria that have been defined in relation to personal interests, pupils plan a visit to access sources of information. Before making visits to appropriate sites, pupils plan how to collate the results of their searches, perhaps setting up a file within their e-portfolio. They then proceed to collect promising materials. What is the purpose of my research? What research skills will be necessary to find the information I need for my careers research? What am I planning to do with this information? What will the outcome be? How can I apply the information I find to my own interests? How do I refine/narrow my search? When carrying out on-line research how do I ensure that me and my computer are not at risk?
	Stage 3 reviewing acquired information Evaluate <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome • consider the sources and resources used Once some results have been obtained, they review what they have found. Based on this evaluation and analysis of the material, superfluous documents are discarded, and the next round of search criteria planned. Work proceeds in repeated cycles of planning, gathering and sifting until the pupil has acquired a suitable range of viable alternatives. Consideration should be given to the appropriateness, comprehensiveness and accuracy of the content selected. How do I know the information is reliable? What other sources will add to my stock of information? Is there a range of content available? How effective is it in giving me the information I require, e.g. visual information, data, text etc.?
	Stage 4 storing and organising results Exhibit <ul style="list-style-type: none"> • manage and present their stored work Pupils should generate a stock of information of various sorts. Some will be in the form of web-pages containing the information they have searched for. Some may be extracts from web-pages which have been saved separately. There may be images in various file formats, sound files and moving image files. These should be stored for later use. When considering the success of the information gathering it may be useful to ask: How much of the content I have saved did I write myself and how much did I paraphrase from existing sources?

	<p>How should sources be recorded, referenced and acknowledged? Could I find this material again quickly? Could I tell someone else how to find it? How structured is the system of storage I have used? Have I created a file hierarchy, and have I saved assets in file formats suitable for future use? Can all the resources I have saved be easily and conveniently retrieved for future use?</p>
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Making a Judgement

Requirements for Using ICT Across the Curriculum				
Pupils should be enabled to:	Level 3 Pupils can:	Level 4 Pupils can:	Level 5 Pupils can:	Level 6 Pupils can:
Explore <ul style="list-style-type: none"> access and manage data and information research, select, process and interpret information understand how to keep safe and display acceptable online behaviour Evaluate <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome consider the sources and resources used Exhibit <ul style="list-style-type: none"> manage and present their stored work 	<p>access select and use information from given digital sources</p> <p>talk about how to improve their work</p> <p>save work using meaningful files names</p>	<p>access, select, edit and use information from given digital sources</p> <p>demonstrate an awareness of acceptable online behaviour</p> <p>make modifications to their work</p> <p>organise, store and retrieve their work</p>	<p>research, select, edit, use and evaluate assets from a range of digital resources</p> <p>demonstrate acceptable online behaviour</p> <p>use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome</p> <p>organise, store and maintain their work</p>	<p>research, select and evaluate assets from a range of digital resources, justifying and referencing their choices</p> <p>demonstrate acceptable online behaviour using agreed protocols</p> <p>review their use of ICT, routinely evaluating and justifying the process and outcome</p> <p>manage their stored work, showing an awareness of format, portability and size</p>

What to look for (non statutory guidance)				
	Level 3 can	Level 4 can	Level 5 can	Level 6 can
search	use search facilities, directed by the teacher, e.g. given Internet sites, given CD ROM	can make suggestions for searches and use search facilities, e.g. Internet sites, CD ROM	search for information from a range of sources, carrying out more advanced searches using keywords etc.	independently refine searches to improve relevance of found assets access relevant and balanced sources
store work	name and store files	set up and name a folder in which to save results of searches add appropriate websites to favourites/bookmarks	set up and name sub-folders in which to store the results of multiple searches store and organise favourites	set up and name sub-folders within a hierarchy to save results of multiple searches and different file formats store and organise favourites selectively
gather	gather documents, sound or pictures on Internet or from shared folders	gather information from a limited range of sources with some relevance, quality, depth and balance	gather information in an organised manner from a range of relevant sources, print and digital	independently gather information from a range of quality sources
download		download text, pictures and sound	download text, pictures and sound in appropriate format	download, identify and use different formats for storage of assets, e.g., jpegs, gifs, formatted/unformatted text
evaluate	discuss where specific information may be found	talk about reasons for their choices	begin to evaluate in terms of audience	evaluate found assets in terms of appropriateness to intended audience and

	and talk about their choices		and purpose	purpose evaluate found assets for authenticity, for example, academic/university sites, national institutions
analyse		edit found text and draw conclusions	look for additional information before drawing conclusions	carefully analyse the information collected and drew appropriate conclusions supported by evidence
voice	restate information	show some understanding of how to rework material	rework information	demonstrate independent writer's voice
authenticity	find content on websites, but may display naivety in accepting that content	show some understanding of lack of accuracy within websites show an awareness that not all information is accurate	selects sources with some success and references sources show an awareness that not all information is objective	demonstrate understanding of the validity of information and is discriminating in the uses of this information
referencing	show some awareness of referencing sources	reference sources and may provide some supporting documentation	reference sources	independently reference sources demonstrate awareness of copyright issues
keeping safe		show awareness how to behave when working online	take care when asked for personal data	show awareness of URL extensions like .org, .com, .uk, .ac etc. awareness of implications of pop-ups check the implications of signing up for memberships