Topic Time

Assessment Focus

Presenting or Desktop Publishing

- Explore 1*
- Express
- Evaluate
- Exhibit

* Explore 1 refers the first bullet point of Explore in the Levels of Progression.

Pupil Notes

Level 3	Part 1 (DTP)
	Part 2 (Presenting)
Level 4	Part 3 (DTP)
	Part 4 (Presenting)
Level 5	Part 5 (DTP)
	Part 6 (Presenting)

Task Description

In this task, pupils are required to research a topic using the internet and create a presentation or a leaflet. Pupils must show awareness of audience. Teachers should relate this work to a topic that the children are currently working on.

When making a judgement of the pupil's level of Using ICT competence within this task, teachers should use the Assessment Criteria Grid.

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Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using a word-processor or desktop publishing software to draft and redraft;
- using a digital camera or scanner;
- importing graphics/sound/moving image;
- using presentation software; and
- looking at and creating leaflets.

Resources

Suitable software such as Powerpoint or MS Publisher

Graphics.

Access to Internet.

Scanner or digital camera.

Managing the Task

Pupils should be given opportunities to:

Plan

After group discussion pupils should decide on the area to be researched and on appropriate sources for finding relevant information. They should also decide upon the best method of presenting this information. They can look at some sample leaflets and talk about them in terms of the presentation of information, layout, fonts, graphics, readability etc. They should plan which ICT resources to use for example scanner, digital camera, or images downloaded from the Internet.

Do

Pupils should work individually to search for relevant information, sift through the information and use the findings to create a leaflet or presentation. The finished work should include graphics/sound/still or moving images either found or self-produced. Depending on the level at which they are working pupils should save, store and retrieve their work appropriately.

Review

Pupils talk about their own and others' work, reflecting on how it was created and the results achieved. They discuss any problems they faced. Pupils identify any improvements that might be made and amend their work if necessary. Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

Evidence for External Moderation

As well as submitting the final product, please include;

- evidence of planning
- pupil evaluation at appropriate level

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Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression and the UICT Desirable Features for Presenting and Desktop Publishing at Levels 3, 4 and 5. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

Assessment Criteria Grid			
UICT Requirements	**Level 3**	**Level 4**	**Level 5**
Explore • access, select, interpret and research information from safe and reliable sources.	Pupils can: • research, select, edit and use information from given digital sources;	Pupils can: • research, select, edit and use assets from a range of digital sources;	Pupils can: • research, select, edit, use and evaluate assets from a range of digital sources;
Express • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.	• communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds;	• process found or self-produced assets, including text, data, 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, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose;
Evaluate • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.	• make modifications to improve their work; and	• use appropriate ICT tools and features to improve work; and	• use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome; and
Exhibit • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.	• save using file names and select work to showcase learning digitally.	• select, organise, store and retrieve their work to showcase learning digitally in a personalised area.	• organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum.

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

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Desirable Features		
Presenting – Level 3	**Presenting – Level 4**	**Presenting – Level 5**
Pupils can: • create a presentation, *for example design PowerPoint presentation or website*; • make use of layouts if available; • search for text, images or sounds from given digital sources such as the internet or shared folders; • create text or edit found text; • combine selected images and sounds with text on a suitable background; • alter the font, size, style, and/or colour of text; • scale images proportionally; • select and use one or more appropriate transitions; • demonstrate some awareness of referencing sources; and • independently show their presentation to the group or class.	Pupils can: • research and select assets, such as text, still or moving images and sounds, from a range of sources; • download assets in a suitable format; • select and use an appropriate template to present 'information' for a given audience or purpose, *for example create a PowerPoint presentation, Prezi or website*; • adjust layout as required; • create text and format it using a range of features such as text boxes, images, borders, bullets and numbering; • use transitions or an appropriate method of navigation; • provide some reference to sources; • demonstrate an awareness that not all sources are reliable; • add appropriate websites to favourites/bookmarks; and • deliver their presentation to the group or class.	Pupils can: • plan and create a multimedia presentation, for *example a PowerPoint presentation, Prezi or website, demonstrating a clear sense of purpose and audience*; • research assets, such as still and/or moving images and audio, from a wider range of sources; • analyse the assets researched and be discerning in relation to their relevance and quality; • know that not all information is objective and not all sources are reliable; • select and use assets, some of which should be self-produced and suitably edited; • use appropriate custom animation, transitions or appropriate navigation; • reference sources and be aware of copyright regulations; • store and organise bookmarks; • store download assets in an appropriate format for further use; and • deliver their presentation and answer questions related to the content.

Topic Time

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Rewarding Learning

Desirable Features		
Desktop Publishing – Level 3	**Desktop Publishing – Level 4**	**Desktop Publishing – Level 5**
Pupils can: • search for text and images from given digital sources, for example from internet sites or shared folders; • access, select and import images from a range of given sources, *for example from a camera, picture bank, clipart, the internet or their own artwork*; • create text or edit found text, altering its font, size, style and colour; • create a document using a template, if appropriate, for example create a leaflet, greetings card, poster or comic; • include a title or subtitles if appropriate; • combine and position text and images appropriately, showing an awareness of word wrapping; • scale an image proportionally; • spell frequently used words accurately and use correct punctuation and word spacing; and • demonstrate some awareness of referencing sources.	Pupils can: • plan and create a document showing an awareness of audience and purpose; • research and select assets, such as text, images, graphs or tables, from a range of sources; • download assets in a suitable format; • create text or edit found text and format it using features such as alignment, justification, bullets, numbering, paragraphs, columns and text wrapping; • use text boxes and format them appropriately; • use features such as colour, borders or page numbers to enhance the document; • understand how to save and export an image in the appropriate file format; • make use of a digital spellchecker; • provide some reference to sources; • demonstrate an awareness that not all sources are reliable; and • add appropriate websites to favourites/bookmarks.	Pupils can: • plan and create a more complex document; • research and select assets, such as text, images, graphs or tables, from a wider range of sources; • analyse the assets researched and be discerning in relation to their relevance and quality; • know that not all information is objective and not all sources are reliable; • select, edit and use assets demonstrating a clear understanding of the intended audience and purpose; • understand and use document layout settings such as page margins and tabs; • demonstrate an understanding of how layout, font, styles and colour transfer from screen to print; • use linked text boxes to allow for text flow; • use grouping, *for example picture and caption*; • add effects such as filters, shadows and styles to enhance images; • make use of a digital spellchecker, thesaurus and dictionary; • reference sources and be aware of copyright regulations; • store and organise bookmarks; and • store downloaded assets in an appropriate format for further use.

Topic Time

Part 1 (Leaflet)

You are going to create a single fold leaflet to present some information about a topic you have been working on this term. Using websites and other digital sources that your teacher has told you about find some images and text that are appropriate for your leaflet. Keep a note of the sites you have used.

- Select suitable software or a template to produce a single fold leaflet.

- Select and insert appropriate images and position them correctly.

- Insert appropriate text making sure that your punctuation and spelling are correct. Edit your text by changing font, size or colour.

- Show your leaflet to someone from your class and make changes if you need to.

- Save your leaflet, giving it an appropriate name.

Topic Time

OR

Part 1 (Presentation)

You are going to create a Presentation on a topic you have been learning about to show to the class. Use websites and other digital sources that your teacher has given you to find information, images and/or sounds for your presentation.

Decide on the information you are going to use in your presentation. You should have six slides in your presentation. Make a plan for your presentation.

You will need to:

• choose a slide layout

• select and edit the text you have found when researching

• consider the font, size, style and/or colour of your text

• be careful with your spelling

• use correct punctuation and word spacing

• add a background colour

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- use a transition between the slides

- combine selected images/sound with text

- save your presentation and give it a suitable name

- show your presentation to the class and make any changes you need to.

Topic Time

Part 2 (Tri-Fold Leaflet)

You are going to produce a tri-fold leaflet for a topic you have been learning about in class. Plan what you will put in your leaflet, thinking about who you are creating the leaflet for. You may wish to collect some leaflets to look at with others in a group, paying attention to presentation of information, layout, fonts and graphics.

Search the internet for information and graphics, graphs or tables or use scanned images or photographs, to use in your leaflet

Keep a note of all the sites you visit, add them to your favourites.

Select suitable software to produce the leaflet.

Insert your own text using text boxes and format using, for example alignment , bullets, paragraphs.

Use the picture toolbar to edit an image, graph or table that you have selected and place it in your leaflet.

Save your leaflet, print and discuss with others what improvements could be made.

Make any necessary improvements and save your work.

Topic Time

Or

Part 2 (Presentation)

Create your own presentation about a topic you have been learning about in class.

Make a plan of what you will put in each slide thinking about who you are creating the presentation for. Search the Internet for information and graphics.

Create your slides thinking about the layout using text, sound and still or moving images.

Choose appropriate styles and effects by using slide design templates.

Edit graphics, for example, resize, rotate, use border sharpen.

Use text boxes, bullets, images, borders or numbering where appropriate.

Look at your presentation and decide on the order of the slides and improve it by applying transitions between the slides.

Edit and save your presentation in a named folder and open the file again as and when required.

Deliver your presentation to the class and discuss how it might be improved. Make any necessary improvements and resave.

Topic Time

Part 3 (Tri-Fold Leaflet)

Select suitable software/template to produce a tri-fold leaflet.

Plan what will be in your leaflet.

Access and select suitable images, text, graphs or tables from a range of sources demonstrating understanding of audience and purpose.

Insert your own text using text boxes. Link text boxes to allow for text flow. Format the text.

Use grouping procedures, for example, picture and caption.

Use page numbers or headers and footers if appropriate.

Edit graphics, for example using filters, shadows and styles.

Create a Topic Folder to keep this work and use this folder to create sub-folders containing images used in leaflet – scanned photos/images, digital photographs, weblinks, etc.

Access your leaflet from your topic folder. Display on whiteboard or school intranet and ask class to comment. Make adjustments if necessary and resave.

Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.

Topic Time

Or

Part 3 (Presentation)

You are going to create your own multimedia presentation about a topic you have been doing in class demonstrating a clear understanding of audience and purpose.

Make a plan of what you will put in each slide. Search the Internet for a range of moving and still images, sound and text.

Edit graphics by using a variety of tools such as crop, recolour, adjust contrast, brightness etc. Check that the quality of the graphics is suitable for the presentation.

Use a range of features to enhance the presentation.

Animate your slides using custom animation and apply suitable transitions.

Alter sequencing of slides if necessary.

Combine above features to enhance presentation/timed loop presentation for exhibition.

Regularly use a "plan, do, review" cycle to improve your work.

Topic Time

Part 3 (Presentation) continued

Create a Topic Folder to save this work into and use this folder to create sub-folders containing images used in your presentation, for example scanned photos/images, digital photographs, weblinks, etc.

Deliver your presentation to the class using suitable timing.

Evaluate their responses and make adjustments if necessary.

Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.