

The case study provides several opportunities for formative and summative assessment. Examples are noted in lessons, although the list is not exhaustive. They range from the evaluation of pupils' oral contributions to more formal written or word processed exercises. These can be included in a portfolio of evidence to trace individual pupils' progress through the unit. In addition, there are several opportunities where pupils test parts of the system for effectiveness, sometimes through peer review, and then refine them accordingly. These are key points at which ICT capability can be consolidated and progression can take place. The basis of the summative assessment should be a pupil's own portfolio of evidence. The main component of this will be the individual's project documentation, which should contain a reflective appreciation of the whole process. The project documentation itself, the formatted questionnaires and the presentation slides all provide evidence of individual ICT capability. Each portfolio should also contain annotated examples of the individual pupil's work and their contribution to group work outcomes.

9.2b

In this case study, pupils will plan a term-long project to gather a large amount of questionnaire data online, from contacts in partner schools anywhere in the world. The class should be linked with another, ideally in a different country or location. If there are no suitable links, a search of the Internet could yield potential contacts. The exchange of questionnaires between partner classes should yield a data set of around 150 records. The data set could be increased by linking with several classes or schools. Pupils will store the data in a database and then interrogate the data to support their hypotheses. This unit is designed mainly for pupils working at levels 5 and 6.

Before starting this project, teachers may wish to explore links that the school has with partners within the UK or abroad, for example through foreign exchanges, pen friends or e-mail. Establish links with some partner schools who are prepared to respond to the pupils' forms. The context and purpose of the investigation should be agreed with the partner school before starting the project, to facilitate the exchange of data. Pupils could also be involved in this process.

The case study assumes a basic level of familiarity with a database program but there is scope to expand some of the lessons, particularly lessons 6 and 7, in order to introduce necessary skills and techniques.

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