

Pupil work – assessment 2

My presentation

(Pupil work to be inserted as A4 sheet. 9 slides from colour PowerPoint presentation. Overlap showing initial outline page of ideas.)

Activity description

Over six lessons pupils worked on a range of techniques to produce a multimedia presentation about themselves for the rest of the class. They plan by using the outliner function and spend time looking at other presentations to review quality issues and the importance of adapting images and sound to ensure the presentation is appropriate for the audience.

Commentary

In this example the pupil created a six-page outline. Initially the first page included 'My family' and all the elements – dad, mum, brother. During the first draft these became separate pages to allow inclusion of more photographs and information. The extended family page was added. Favourite TV channels and gameboy games were removed. Images from different sources were found or created. Existing digital photographs were manipulated using editing software and others were scanned. One photograph was originally taken at night. After discussion with the teacher the balance was amended and it was lightened so it could still be included. Word Art was chosen for some headings, keeping the same colours of red and navy. During the process he refined the presentation to reflect his intended audience. The pink mottled background was chosen to complement the red and navy headings and other clip art was found including an animated football player which he felt was fun and everyone else would like. He chose not to add sound but to talk during the presentation. The presentation was then timed ready to show to the class, however; when used it did not give enough time to talk between the slides.

My family

- Dad
- Mum
- Brother

Sports

- Rounders
- Cricket
- Tag Rugby

Board Games

- Backgammon
- Chess
- Draughts
- Harry Potter Trivia game

T.V. Channels

- CBBC
- BBC Choice
- BBC Four

Gameboy games

- Harry Potter and the Philosopher's Stone
- Pokemon Yellow
- Pokemon Crystal
- Legoland

Key Stage 3
National Strategy

Standards and assessment:

My dad

- My dad helps me sort out using the computer, especially games and using the internet.
- We live with him some weekends and as many holidays as we can.
- We all like walking.



My brother



- Tom is always doing silly things. It is unusual to get a photograph without him playing up.
- He is still in primary school but we still do things together especially computer games.

One of my families

- On our last holiday we came back from France on the night ferry. The stars were amazing.
- We used the delay on the camera to take this photograph.



Extended family

- I have a step mum.
- I also have another brother and sister. They are much older.
- I get to see them some weekends, but they are away at university.



Sports

My favourite games are:

- Rounders
- Cricket
- **Football**



Board Games

I like challenging games like:

- Backgammon
- Chess
- Draughts
- Harry Potter Trivia game



Computer games

My favourite games are:

- Harry Potter and the Philosophers stone
- Warfare
- Stig of the dump
- Land of Lore



Facts about me

- My name is Duncan Morris and I am 11 years old.
- My interests are computers – school web site and games; swimming and football.



Disco model

Activity description

Pupils carried out a series of activities in their ICT lessons to develop a model to cost a school disco. This required them to follow a series of planned additions to the model and review the impact on the profitability. During each stage pupils reviewed the effectiveness of the model, its limitations and which variables could be added to improve it. Before each change pupils were asked to predict the effects of changing the model.

At the end of the process pupils were asked to produce a report, addressed to the headteacher, explaining their findings and illustrating these with suitable tables and charts.

Commentary

In this example, the pupil has adapted an existing spreadsheet outline which had no formulae or formatting. She developed the information and tested the outcome at each stage of the modelling process. The final spreadsheet is the result of many changes to add different variables into the model and get the maximum number of pupils to the event and still make a profit. During the process she tested the model at each stage and checked the impact of the changing variables. During the later stages of the model she was encouraged by her teacher to predict the effect of her changes.

The report to the headteacher reflects the consideration given to various factors, including profitability, but also the number of pupils who would benefit from the event. She created her report by producing charts of the different days under consideration and tables at each stage. These were imported into the report together with sections of the spreadsheet which she cut and paste. The report is written in a formal style suitable for the audience.

School disco report

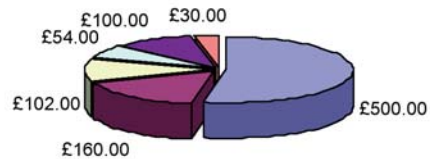
To: The Headteacher

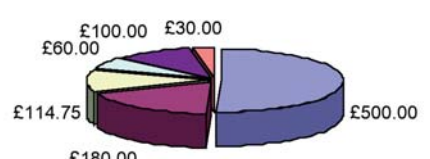
From: Jo Drinkworth, Year 7

Date: 14 January 2003

This report contains information relating to our proposed school disco. The disco will be held on a Wednesday, Thursday or Friday. For each day we have produced a chart to show a breakdown of the different costs. We have also included a small table to show the predicted income, costs and profit for each of the three days.

Wednesday													
<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p style="text-align: center;">Costs</p> </div> <div style="flex: 0.5; border-left: 1px solid black; padding-left: 5px;"> <ul style="list-style-type: none"> ■ Hire disco equipment ■ Total cost of teachers ■ Cost of free drinks ■ Cost of posters ■ Pay the DJ ■ Cost of the school caretaker </div> </div>													
Number of pupils expected	300												
Costs breakdown	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;"><i>Hire disco equipment</i></td> <td style="text-align: right;">£500.00</td> </tr> <tr> <td style="padding-left: 20px;"><i>Total cost of teachers</i></td> <td style="text-align: right;">£120.00</td> </tr> <tr> <td style="padding-left: 20px;"><i>Cost of free drinks</i></td> <td style="text-align: right;">£76.50</td> </tr> <tr> <td style="padding-left: 20px;"><i>Cost of posters</i></td> <td style="text-align: right;">£42.00</td> </tr> <tr> <td style="padding-left: 20px;"><i>Pay the DJ</i></td> <td style="text-align: right;">£100.00</td> </tr> <tr> <td style="padding-left: 20px;"><i>Cost of the school caretaker</i></td> <td style="text-align: right;">£30.00</td> </tr> </table>	<i>Hire disco equipment</i>	£500.00	<i>Total cost of teachers</i>	£120.00	<i>Cost of free drinks</i>	£76.50	<i>Cost of posters</i>	£42.00	<i>Pay the DJ</i>	£100.00	<i>Cost of the school caretaker</i>	£30.00
<i>Hire disco equipment</i>	£500.00												
<i>Total cost of teachers</i>	£120.00												
<i>Cost of free drinks</i>	£76.50												
<i>Cost of posters</i>	£42.00												
<i>Pay the DJ</i>	£100.00												
<i>Cost of the school caretaker</i>	£30.00												
Income/costs/profit information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;"><i>Number of tickets sold</i></td> <td style="text-align: right;">300</td> </tr> <tr> <td style="padding-left: 20px;"><i>Ticket price</i></td> <td style="text-align: right;">£2.50</td> </tr> <tr> <td style="padding-left: 20px;">Total income</td> <td style="text-align: right;">£750.00</td> </tr> <tr> <td style="padding-left: 20px;">Loss</td> <td style="text-align: right;">-£118.50</td> </tr> </table>	<i>Number of tickets sold</i>	300	<i>Ticket price</i>	£2.50	Total income	£750.00	Loss	-£118.50				
<i>Number of tickets sold</i>	300												
<i>Ticket price</i>	£2.50												
Total income	£750.00												
Loss	-£118.50												

Thursday															
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <p>Costs</p>  </div> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> Hire disco equipment Total cost of teachers Cost of free drinks Cost of posters Pay the DJ Cost of the school caretaker </div> </div>															
Number of pupils expected	400														
Costs breakdown	<table style="width: 100%; border-collapse: collapse;"> <tr><td><i>Hire disco equipment</i></td><td style="text-align: right;">£500.00</td></tr> <tr><td><i>Total cost of teachers</i></td><td style="text-align: right;">£160.00</td></tr> <tr><td><i>Cost of free drinks</i></td><td style="text-align: right;">£102.00</td></tr> <tr><td><i>Cost of posters</i></td><td style="text-align: right;">£54.00</td></tr> <tr><td><i>Pay the DJ</i></td><td style="text-align: right;">£100.00</td></tr> <tr><td><i>Cost of the school caretaker</i></td><td style="text-align: right;">£30.00</td></tr> <tr><td>Total costs</td><td style="text-align: right;">£946.00</td></tr> </table>	<i>Hire disco equipment</i>	£500.00	<i>Total cost of teachers</i>	£160.00	<i>Cost of free drinks</i>	£102.00	<i>Cost of posters</i>	£54.00	<i>Pay the DJ</i>	£100.00	<i>Cost of the school caretaker</i>	£30.00	Total costs	£946.00
<i>Hire disco equipment</i>	£500.00														
<i>Total cost of teachers</i>	£160.00														
<i>Cost of free drinks</i>	£102.00														
<i>Cost of posters</i>	£54.00														
<i>Pay the DJ</i>	£100.00														
<i>Cost of the school caretaker</i>	£30.00														
Total costs	£946.00														
Income/costs/profit information	<table style="width: 100%; border-collapse: collapse;"> <tr><td><i>Number of tickets sold</i></td><td style="text-align: right;">400</td></tr> <tr><td><i>Ticket price</i></td><td style="text-align: right;">£2.50</td></tr> <tr><td>Total income</td><td style="text-align: right;">£1,000.00</td></tr> <tr><td>Profit</td><td style="text-align: right;">£54.00</td></tr> </table>	<i>Number of tickets sold</i>	400	<i>Ticket price</i>	£2.50	Total income	£1,000.00	Profit	£54.00						
<i>Number of tickets sold</i>	400														
<i>Ticket price</i>	£2.50														
Total income	£1,000.00														
Profit	£54.00														

Friday – with advertising															
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <p>Costs</p>  </div> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> Hire disco equipment Total cost of teachers Cost of free drinks Cost of posters Pay the DJ Cost of the school caretaker </div> </div>															
Number of pupils expected	450														
Costs breakdown	<table style="width: 100%; border-collapse: collapse;"> <tr><td><i>Hire disco equipment</i></td><td style="text-align: right;">£500.00</td></tr> <tr><td><i>Total cost of teachers</i></td><td style="text-align: right;">£180.00</td></tr> <tr><td><i>Cost of free drinks</i></td><td style="text-align: right;">£114.75</td></tr> <tr><td><i>Cost of posters</i></td><td style="text-align: right;">£60.00</td></tr> <tr><td><i>Pay the DJ</i></td><td style="text-align: right;">£100.00</td></tr> <tr><td><i>Cost of the school caretaker</i></td><td style="text-align: right;">£30.00</td></tr> <tr><td>Total costs</td><td style="text-align: right;">£984.75</td></tr> </table>	<i>Hire disco equipment</i>	£500.00	<i>Total cost of teachers</i>	£180.00	<i>Cost of free drinks</i>	£114.75	<i>Cost of posters</i>	£60.00	<i>Pay the DJ</i>	£100.00	<i>Cost of the school caretaker</i>	£30.00	Total costs	£984.75
<i>Hire disco equipment</i>	£500.00														
<i>Total cost of teachers</i>	£180.00														
<i>Cost of free drinks</i>	£114.75														
<i>Cost of posters</i>	£60.00														
<i>Pay the DJ</i>	£100.00														
<i>Cost of the school caretaker</i>	£30.00														
Total costs	£984.75														
Income/costs/profit information	<table style="width: 100%; border-collapse: collapse;"> <tr><td><i>Number of tickets sold</i></td><td style="text-align: right;">450</td></tr> <tr><td><i>Ticket price</i></td><td style="text-align: right;">£2.50</td></tr> <tr><td>Total income</td><td style="text-align: right;">£1,125.00</td></tr> <tr><td>Profit</td><td style="text-align: right;">£140.25</td></tr> </table>	<i>Number of tickets sold</i>	450	<i>Ticket price</i>	£2.50	Total income	£1,125.00	Profit	£140.25						
<i>Number of tickets sold</i>	450														
<i>Ticket price</i>	£2.50														
Total income	£1,125.00														
Profit	£140.25														

Based on our predictions Wednesday would not be a good day to hold the disco, as fewer pupils will come even when we increase advertising.

Research shows that without any extras the following numbers of pupils will come to the disco:

	Wednesday	Thursday	Friday
Tickets sold	150	250	350

If we provide a free drink then this will entice more pupils to attend and numbers increase to:

	Wednesday	Thursday	Friday
Tickets sold	250	350	450

Some of the costs are fixed, but teacher costs increase with the number of pupils on a ratio of 1 teacher to 50 pupils. In our model I have included the cost of a free drink. If this is removed then my survey shows that the number of pupils who buy tickets will go down by 100. We could still make a profit on Thursday but it would be only £15.75. On a Friday it will be £200.25.

If we increase advertising and spend money on posters then more pupils will come on Wednesday and Thursday, however there are only 450 pupils who are entitled to attend so the figures for Friday stay the same.

	Wednesday	Thursday	Friday
Tickets sold	300	400	450

As this is a school event, it would be preferable to get the largest number of pupils to the disco, but still make a profit. On this basis I would advise holding the disco on a Friday.

Friday – without advertising		
Number of pupils expected	450	
Costs breakdown	<i>Cost of free drinks</i>	£114.75
	<i>Total cost of teachers</i>	£180.00
	<i>Hire disco equipment</i>	£500.00
	<i>Pay the DJ</i>	£100.00
	<i>Cost of the caretaker</i>	£30.00
	Total costs	£924.75
Income/costs/profit information	<i>Number of tickets sold</i>	£450.00
	<i>Ticket price</i>	£2.50
	Total income	£1,125.00
	Overall profit	£200.25

Profit with posters is £140.25 and without posters is £200.25. It is therefore not worth the extra advertising. If however you do not want to hold the disco on a Friday, then the profit on a Thursday is better with advertising as more pupils will come.

I hope that this report will be useful to you and we will be happy to show you the workings of our model if you wish.

Public information system

Activity description

Over five lessons pupils reviewed work on how to collect live data and how this was displayed from a website. They accessed a live weather station from a website to develop their understanding of an example of a live public information system. Complex data, which is not easy to understand, was used as a starting point and imported to produce a suitable chart. Using an online weather forecast the class planned a system showing the input (weather data), what would need to be processed (creating suitable charts and graphs) and output (displaying the information suitable for the audience). The class then chose a location to provide weather information. They used this to produce their input, process, output system using a spreadsheet. Pupils then chose their data to extract from a chosen location to develop their system using paste special to ensure the data was linked to the original sheet. The output was developed to ensure the data was accessible to an audience looking at the data for holiday information.

To automate the information system to show any location available on the web site, a web query was developed, with pupils able to adapt the system to suit their own audience.

Commentary

In this example the pupil made early choices about the requirement of users of his information system. He wished to ensure users saw rainfall as well as temperature. Throughout the learning process he added extra data into the process and output pages of the information system. For the first stage some time was spent ensuring the output page would be useful and attractive to the reader by using colour and fonts which would make the data more readable, for example choosing a graduated red/orange colour to show higher and lower temperatures.

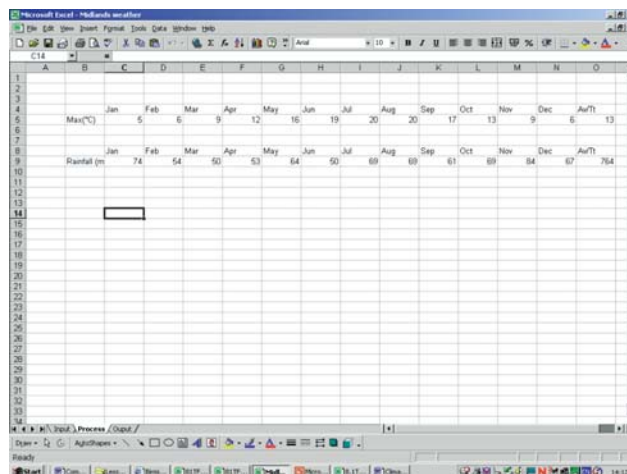
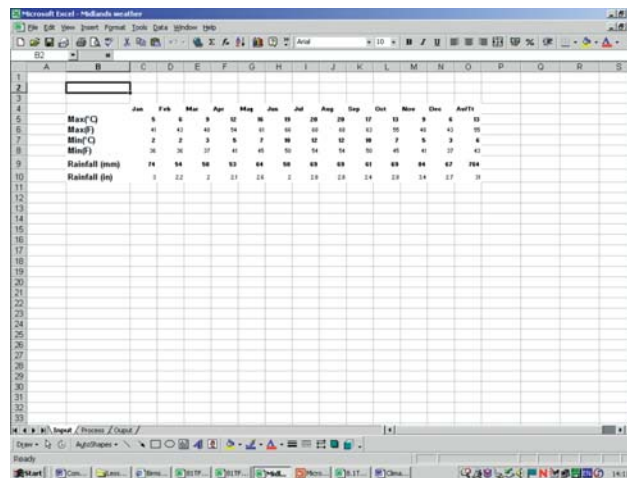
He further developed the information into an automatic public information system. Using ICT in this way integrates the use of the web source into the spreadsheet and improves its efficiency. Using the web query was initially a challenge, but after some attempts at understanding how the pages were linking and that the system needed to have an output reference town, the system worked and he was able to trial it with various towns. Initially some did not work, but reference back to the website revealed that these were not covered by the web pages. The system was then developed to make the colours and display readily available on the one screen.



Climate Guide for Birmingham, England

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Av/Tt
Max(°C)	5	6	9	12	16	19	20	20	17	13	9	6	13
Max(F)	41	43	48	54	61	66	68	68	63	55	48	43	55
Min(°C)	2	2	3	5	7	10	12	12	10	7	5	3	6
Min(F)	36	36	37	41	45	50	54	54	50	45	41	37	43
Rainfall (mm)	74	54	50	53	64	50	69	69	61	69	84	67	764
Rainfall (in)	3	2.2	2	2.1	2.6	2	2.8	2.8	2.4	2.8	3.4	2.7	31

Climate Index Page



Logo
Your Weather Now
left navigation

blueline

Climate Guide for London, England

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Av/Tt
Max(°C)	6	7	10	13	17	20	22	21	19	14	10	7	14
Max(F)	43	45	50	55	63	68	72	70	66	57	50	45	57
Min(°C)	2	2	3	6	8	12	14	13	11	8	5	4	7
Min(F)	36	36	37	43	46	54	57	55	52	46	41	39	45
Rainfall (mm)	77	72	64	56	57	58	59	62	65	70	78	81	799
Rainfall (in)	3.1	2.9	2.6	2.2	2.3	2.3	2.4	2.5	2.6	2.8	3.1	3.2	32

Climate Index Page

© AccuWeather, Inc. All rights reserved.

	0 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Max(°C)		6	7	10	13	17	20	22	21	19	14	10
Min(°C)		2	2	3	6	8	12	14	13	11	8	5
Rainfall (mm)		77	72	64	56	57	58	59	62	65	70	78
												7
												4
												81

London

