Edexcel Coursework Set Tasks: Series 1 and 2

Edexcel Entry Level Certificate in Information and Communication Technology (8918)

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Introduction

The coursework set tasks contained within this booklet were prepared by Edexcel for the assessment of candidates for the Entry Level Certificate in Information and Communication Technology (ICT). Any two tasks from Series 1 must be attempted by all candidates. Candidates who do not achieve the desired level at the first attempt cannot attempt those same tasks again, but may attempt the corresponding tasks from Series 2 at a later date. Candidates must take an additional two centre-devised tasks, so that they will have covered all the four coursework areas described in the specification.

A Task Mark Sheet must be produced for each task and an Assessment Collection Summary should accompany the portfolio for each candidate. Blank copies of the Assessment Collection Summary can be found in the back of the specification (publication code: W01 0814).

Edexcel-set tasks

Edexcel-set tasks are to be completed under controlled conditions. Teachers may read the material and explain activities to candidates. However, although they may give candidates guidance in the course of their work, teachers must not mark drafts.

Each supervised task (Edexcel-set)	Time Allowed
	Over a three week period (guidance suggested is 6 hours)

The candidate must not take the tasks out of the teacher's direct supervision at any time. The period of assessment must be stated clearly on the assignment.

Candidates may attempt any number of the available Edexcel-set tasks, but may only submit two.

Internally set tasks

The remaining assessment tasks must be planned by the centre. Teachers may use or adapt the exemplar material, but may not use or adapt any Edexcel-set tasks.

A **Task Activity Sheet** must be completed using the framework and exemplars provided within this specification. One copy for each centre-set task will be submitted with the moderation sample.

Implementation

During the course of study:

- Candidates must cover the content of the various tasks

- Candidates must have practical access to the facilities set out in Appendix 1

- Teachers may select the order in which they wish to complete the tasks

- Teachers may administer the supervised tasks when appropriate

- Teachers must assess all four tasks and record evidence and marks.

Please refer to the Edexcel Entry Level Certificate specification in ICT for further guidance and information.

Series 1

TASK 1 – DATABASE

Background

Your local newsagent has a small video rental section. The manager has asked if you can help him to put all the video details onto his computer. He has started putting the details into a database called VIDEOLIST.

Resources required:

Datafile containing records as shown below. Centres may prepare the database for use by the candidates. Candidates may enter the data themselves into a predefined table or may create the entire database themselves.

For Entry 1, a handout from a catalogue of new video releases such as the example attached.
For Entry 2, video shop leaflets / catalogues, newspapers etc from which additional titles can be extracted (centre supplied).
For Entry 3, candidates should gather their own information on popular film titles. They could collect this by survey or from the internet from website addresses provided by the tutor.

Datafile - Videolist

Code	Video title	Rating	Category	Rental price
BEA01	The Beast	18	Horror	£3.50
SNA01	Snake Bite!	15	Drama	£2.99
BLI01	Blind Alley	PG	Comedy	£2.49
ITS01	It's a dog's life	U	Comedy	£2.99
LAD01	Lady of the Lamp	PG	Drama	£3.50
SEA01	Search for my star	PG	Romance	£3.50
DIR01	Dirty Rascals1	15	Action	£2.99
DIR02	Dirty Rascals2	15	Action	£3.50
LEO01	Leopard Queen	12	Drama	£2.99
LAS01	The Last Train from Calcutta	PG	Drama	£3.50
RAT01	Rat Trap	U	Drama	£3.50
TER01	Terror from Space	15	Sci-fi	£2.99
LIZ01	Lizzy L goes to Town	U	Cartoon	£1.99
MON01	Monkey Business	PG	Comedy	£2.99
MUR01	Murder by Moonlight	18	Horror	£3.50
SPL01	SPLAT!	PG	Action	£3.50
PIN01	Pineapple Crush	PG	Romance	£3.50
IMW01	I'm watching you	18	Horror	£3.50
DAD01	Daddy's Girl	PG	Drama	£2.99
DOG01	Dogfight at Dawn	12	Action	£2.49

DATABASE TASK ACTIVITY SHEET

Entry 1		
Ob.	**Activity**	**Marks**
1	Candidate runs the database package, opens video data file and describes content of records.	1
2	Candidate identifies information (from handout) for two new videos.	1
3	Candidate adds two records from information source.	1
3	Candidate prints out all records in the correct table after updating (22 records).	1
4	Candidate says how the database might be used to help the video store owner organise his business.	1

Entry 2		
Ob.	**Activity**	**Marks**
1	Candidate selects appropriate data source(s) for two new records e.g. adverts, leaflets / catalogues.	1
2	Candidate selects data and adds two records to the database. Candidate saves file with new name, observed by teacher.	1
3	Candidate sorts the file in order of the code, prints sorted table and re-saves.	1
3	Candidate re-sorts table using a sensible field, print outs all records in the sorted table and saves with a new name.	1
4	Candidate discusses choice of sort field and the benefits of sorting data.	1

Entry 3		
Ob.	**Activity**	**Marks**
1	Candidate sources original data for two new records from paper, electronic media or survey.	1
2	Candidate selects correct information for each record and adds two records. Re-sorts and re-saves.	1
3	Candidate uses package to find Videos in Horror category. Saves and prints query.	1
3	Candidate uses package to find Drama videos costing £3.50 to rent. Saves and prints query.	1
4	Candidate comments on how the application might be useful for video store owner and for others	1

DATABASE TASK MARK SHEET for ....

Activity	Teacher evidence	Mark
Run the database package. Open the VIDEOLIST file. Explain what information is given for each video.		
The manager is buying two new video titles for the store. Look at the handout on new releases and choose two you would like to add. Write down or tell your teacher what information you need to add to the database.		
Add the new videos to the database as two new records.		
Print out the database. You should have 22 records. Save the file with the same name		
Tell your teacher how the manager might use the database to help organise his video business.		
Look at the adverts and leaflets to select two more new video titles.		
Select the data you need and add two records to your database. Save the file with the new name: NEWVIDEOS.		
Sort the file in order of the code. Print out all records and re-save the file.		
Choose another useful way of sorting the database. Name the field to sort on. Sort the database using this field and save with a new name. Print out all records.		
Tell your teacher why it is useful to sort your data and why you chose the field		
Collect information on popular video titles from video shops, internet, newspapers / magazines or from a survey. Keep evidence of your research.		
Choose information for two video titles. Add them to your file NEWVIDEOS. Re-sort your file in order of the title and re-save it.		
Search your database to find videos in the Horror category. Print the results.		
Search for Drama videos costing £3.50 to rent. Save the query. Print the results.		
Tell your teacher how a video database might be useful for the store or for others.		

Videos to You!!
New releases

Video title	Category	Rating	Purchase price	Suggested rental price
Vertigo	Drama	18	£89.99	£3.50
Hello and Goodbye	Comedy	PG	£84.99	£3.50
Lizzy L flies off	Cartoon	U	£64.99	£2.99
Rat Trap 2	Drama	U	£79.99	£3.50
Dreamworks	Drama	12	£89.99	£3.50
National Express	Action	PG	£84.99	£3.50

TASK 2 - SPREADSHEET

Background

Simon Barrow's mum is furious! His mobile phone bill has reached £65 this month.
His mum says he has got to find ways of cutting down the bill. She suggests that he uses a spreadsheet to help him.

Resources required

This task requires a spreadsheet with pre-set formula as shown below.
This may be provided complete on disk. Alternatively, candidates may create the spreadsheet or add data to a prepared structure but this is optional.

- For Entry 1 and Entry 2, candidates will require the additional information on phone tariffs and Simon's monthly usage, such as the example that follows.

- For Entry 3, candidates will require additional information on phone charges for other mobile phone companies. These may be supplied by the centre or found by the candidate.

DATA

FORMULAE

	A	B	C	D	E	F		F
1	Mobile phone bill calculator							
2								
3	Mobile phone company			*Mobile Mania*				
4								
5	Tariff			Talkanytime				
6								
7			Month	July				
8								
9	Monthly line rental							
10								
11	Type of call	minutes each month	cost			monthly cost		
12	Daytime		£0.10			£0.00		=(B12*C12)
13	Weekends		£0.05			£0.00		=(B13*C13)
14	Evenings		£0.05			£0.00		=(B14*C14)
15						£0.00		=(B15*C15)
16								
17	Total charges				Monthly total:	£0.00		=SUM(F12:F15)
18								
19								
20								
21			Total monthly bill					

SPREADSHEET TASK ACTIVITY SHEET

Entry 1		
Ob.	**Activity**	**Marks**
1	Candidate runs spreadsheet application, opens mobile phone costs data file and describes content of spreadsheet.	1
2	Candidate identifies information needed to insert the time spent on the phone each month.	1
3	Candidate adds the data on the time spent on each type of call (formulae already in place), and the missing data for text messages.	1
3	Candidate prints out correct spreadsheet after updating and re-saves file.	1
4	Candidate says how the spreadsheet might be useful for Simon.	1
Entry 2		
Ob.	**Activity**	**Marks**
1	Candidate studies mobile phone information sheet and describes how it relates to the spreadsheet.	1
2	Candidate selects the data from the form for a different phone plan, enters it into the spreadsheet and prints.	1
3	Candidate changes the number of daytime calls, observes the effect on the total and then prints.	1
3	Candidate changes the appropriate data value for number of text messages, observes the effect and prints spreadsheet.	1
4	Candidate comments on the benefits of a spreadsheet when changing variable data.	1
Entry 3		
Ob.	**Activity**	**Marks**
1	Candidate collects data for other phone charges and enters into spreadsheet.	1
2	Candidate considers how to work out the total monthly bill and works out a formula by hand.	1
3	Candidate adds the new formula to the spreadsheet.	1
3	Candidate checks result, prints out spreadsheet, once with figures and once with formulae.	1
4	Candidate comments on what the new formula has achieved – what information can be obtained.	1

SPREADSHEET TASK MARK SHEET for …………….………………..…

Activity	Teacher evidence	Mark
Run the spreadsheet package you have been using. Open the file PHONECOSTS and make sure you understand what information can be entered to work out the mobile phone bill.		
Simon has worked out how long he spends on the phone each month. He wants to put this information into the spreadsheet. Tell your teacher what you must enter into the spreadsheet and ask for the information.		
Add this information to the spreadsheet. You will need to add a row for text messages. The cost of text messages is £0.10 each. Enter this cost.		
Print a copy of your spreadsheet and re-save the file		
Tell your teacher how Simon might use the spreadsheet.		
Simon wonders whether a different phone plan might be cheaper. Look at the information on mobile phones charges. Describe how the information matches the spreadsheet.		
Pick a different phone plan. Enter the information into the spreadsheet in the correct places. Print the sheet.		
Simon cuts down his daytime calls. He will only spend 40 minutes each month on daytime calls. Alter this figure and see what happens to the total cost of his calls. Print the result.		
The number of text messages goes up to 140 each month. Alter the spreadsheet, check the total and print the result.		
Tell your teacher why Simon might find it useful to use a spreadsheet for this.		
Collect information on the charges for another mobile phone company. Enter the data into your spreadsheet.		
Write down the formula that you will need to calculate the total monthly bill, including the line rental.		
Enter your formula in cell F21 in the spreadsheet.		
Make final changes to correct errors and print the spreadsheet twice, once with the figures and once showing your formula. Save the spreadsheet with a new name.		
Tell your teacher why you have used a formula in the spreadsheet and what it allows you to find out.		

MobileMania phone charges

Phone plan	Monthly line rental	Daytime (cost per minute)	Weekend (cost per minute)	Evening (cost per minute)	Text messages (cost each)
Talkanytime	£25.00	£0.10	£0.05	£0.05	£0.10
Mightytalk	£12.99	£0.10	£0.10	£0.10	£0.10
Easytalk	£17.50	£0.15	£0.05	£0.05	£0.12
Timeplan3	£12.99	£0.10	£0.05	£0.05	£0.12
Alltalk	£14.99	£0.15	£0.05	£0.05	£0.10
Text'n'talk	£20.00	£0.10	£0.10	£0.05	£0.08

Simon's calls each month

Simon looks at his last phone bill and works out the time he spends on the phone each month. He puts the figures in a table:

	Number of calls	Number of minutes
Daytime	40	175
Weekend	30	200
Evening	30	160
Text messages	45	-

TASK 3 - USING WP/DTP

Background

Your local newsagent has a small video rental section that has suddenly got very popular. The manager has asked you to help him produce some advertising materials.

Resources required:

Brochures, posters and information about films, DVD's and Videos (real or imaginary). Brochures should include such information as who appears in the film, its rating (U, PG, 12, 15, 18) and some description of what the film is about.

- For Entry 1, an outline invitation may be provided by the centre, although candidates may prefer to start from scratch.

- For Entry 2, a centre-produced handout containing a list of current films and information about them. Information in the database task may be used.

- For Entry 3, brochures, advertisements, web site addresses, etc from which details can be extracted.

WP/DTP TASK ACTIVITY SHEET

Entry 1		
Ob.	**Activity**	**Marks**
1	Candidate chooses a film to present and the data required.	1
2	Candidate plans layout of invitation using selected text and given outline (or own design).	1
3	Candidate inserts the film information in appropriate positions.	1
3	Candidate uses simple formatting and prints a copy of the invitation.	1
4	Candidate discusses the document produced and makes suggestions about how it could be improved.	1
Entry 2		
Ob.	**Activity**	**Marks**
1	Candidate selects information and images about a film from given data source(s). Images may be in printed form for scanning, from clipart or from the Internet.	1
2	Candidate plans rough outline by verbal/written means.	1
3	Candidate creates a new file and enters text and images in appropriate format. Candidate saves file with suitable name and prints first draft.	1
3	Candidate makes simple alterations, saves with a new name and prints final copy.	1
4	Candidate discusses use of the work in another context e.g. perhaps a larger poster to put in the shop window or a small entry in the small ads of a newspaper.	1
Entry 3		
Ob.	**Activity**	**Marks**
1	Candidate selects original data on four films from a range of paper or electronic media.	1
2	Candidate makes a significant contribution to the presentation of the chosen leaflet, etc including a hand drawn plan.	1
3	Candidate produces the document using their design, formatting and page layout, prints first draft, makes changes, uses the spellchecker and reprints.	1
3	Candidate produces at least 3 copies of their work from initial design to final copy, with comments.	1
4	Candidate comments on choice of presentation and reasons for improvements made.	1

WP/DTP TASK MARK SHEET for ……………………………………..

Activity	Teacher evidence	Mark
The manager of the store wants to invite people to an open evening on June 7th at 6pm. They will come and see the store and watch a video on a special wide-screen television. An invitation will be delivered to local houses. From the information provided by your teacher, choose the film to be shown. Choose which information should be included in the invitation.		
Plan the layout of the invitation. You may use the outline provided by your teacher or start from scratch. Include the information you have chosen.		
Produce the invitation by entering the relevant information.		
Use bold, colour, size, etc to improve your invitation. Print a copy of your invitation.		
Tell your teacher what you like about the invitation and what you could do to improve it		
The manager wants to send out a leaflet to all his customers advertising one of his latest releases. Choose a suitable film from the information provided. Decide what information should be included. You should include at least one picture. This can be from clip art, from the Internet or by scanning a photo. Choose your picture(s).		
Draw a rough plan of your leaflet.		
Create a new document and enter your information and pictures to make the page. Save the file with a new name and print.		
Decide what you can do to improve it and make the changes, re-save and print the leaflet again.		
Tell your teacher other ways in which you can use what you have done to advertise the video shop.		
The manager wants to introduce an offer where a customer can hire 2 videos for the price of 1. Collect details of four films for the leaflet.		
Design a leaflet to advertise the offer. Include the films you have chosen and details of the offer.		
Produce your document using your design. Print it and comment on what is wrong with it. Make some changes to improve the document, run the spellchecker and print it again.		
Make final changes to correct errors and print your best version. You should have at least 3 printouts at different stages, with comments.		
Tell your teacher what you think is good about your design and why you made any changes.		

TASK 4 - USING ICT TO ACCESS INFORMATION AND TO CONTROL EVERYDAY DEVICES

Background

This activity requires candidates to access and compare information from a variety of sources, to select information and give reasons for their choices of source.

Resources required:

Where candidates are unable to access the Internet themselves, information may be downloaded to disk in advance. The emphasis is on the availability of information from a number of sources and the selection of an appropriate source.

CD-ROM/network based encyclopaedia
Demonstration/access to internet and e-mail
CEEFAX TV
VCR with programming instructions
Details of a film to be recorded from TV

Centres should check that their ICT-based encyclopaedias support the required searches. If not, the information to be found may be amended.

ACCESSING INFORMATION TASK ACTIVITY SHEET

Entry 1		
Ob.	**Activity**	**Marks**
1	Candidate describes different forms of information– people, paper, Internet, TV, database, etc.	1
2	Candidate gives examples of ICT controlled devices, what they can be made to do and where to find instructions and assistance.	1
3	Candidate runs encyclopaedia on CD-ROM or local network and finds information about Audrey Hepburn.	1
3	Candidate finds and prints picture of Sean Connery.	1
4	Candidate shows awareness of the use of ICT information sources in school by giving examples of use.	1
Entry 2		
Ob.	**Activity**	**Marks**
1	Candidate identifies the likely source for types of information – films showing at the local cinema, directions to the local cinema, when the next Tom Cruise film will be released.	1
2	Candidate describes the information needed to programme a VCR to record a specific film showing on TV this week.	1
3	Candidate uses ICT to access and print two pieces of information about the film ET.	1
3	Candidate selects and prints a map of the local area, showing cinemas.	1
4	Candidate describes own experience of ICT based information sources in school and in the wider context.	1
Entry 3		
Ob.	**Activity**	**Marks**
1	Candidate identifies sources available for information on times of films and gives reasons for preferred choice.	1
2	Candidate uses a sequence of instructions to programme a VCR to record a particular film showing on TV this week.	1
3	Candidates find results of enquiry about the children of Richard Cusack or Henry Fonda, using more than one source, both ICT based and other.	1
3	Candidate sets out results found from ICT and other sources for comparison.	1
4	Candidate discusses results found using alternative sources both ICT based and other.	1

ACCESSING INFORMATION TASK MARK SHEET FOR

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Activity	Teacher evidence	Mark
Describe to your teacher different ways you can find information about the latest films.		
Give examples of two pieces of equipment which are controlled by a computer. Describe what you can make each one do and how you find out how to make it work.		
Run an encyclopaedia from your workstation. Audrey Hepburn was an actress in many films. Find information about her.		
Search for information on Sean Connery. Print a picture of Sean Connery.		
Tell your teacher how ICT is used in your school to find out information.		
Name the best places to look for information on: • The names of films showing at your local cinema. • Directions to your local cinema. • When the next Tom Cruise film will be released.		
Your teacher will give you the name of a film review show being shown on TV this week. State what information you will need to make the video recorder tape this programme.		
Use a computer to find out two facts about the film ET. Print the information.		
Use a computer to find a map of your nearest town, print it and circle where the cinemas are.		
Tell your teacher how you have found or been given information using computers both in school and outside.		
Name as many ways as you can to find out the times of films at your local cinema. State which you think is the best method, giving reasons.		
Enter the instructions in advance to make the video recorder tape the film mentioned above.		
The film actors Richard Cusack and Henry Fonda both have children who also act in films. Use computers and other methods to find out as much as you can about one of them.		
Present the results of your searches showing where you got each piece of information.		
Tell your teacher how you found the information and which methods you found easiest to use.		

Series 2

TASK 1 – DATABASE

Background

You are helping one of your teachers organise a trip to a theme park at the end of the school year. The teacher has been doing some research into suitable parks and so far she has found the details for 20 theme parks. She collected the information from local travel agents, newspaper adverts and the Internet. The details are entered into a database called THEMEPARK.

Resources required:

Datafile containing records as shown below. Centres may prepare the database for use by the candidates. If centres prefer, candidates may enter the data themselves into a predefined table or may create the entire database themselves, but this is optional.

For Entry 1, a centre-produced handout containing adverts for theme parks taken from newspapers, theme park brochures, travel agents, internet. The adverts should give details of prices and distance from school.

For Entry 2, theme park brochures, website addresses etc from which details can be extracted. Candidates may be given distances.

For Entry 3, candidates should gather their own information on theme parks. They could collect this from the internet or brochures. They may be given distances.

DATAFILE - THEMEPARK

Theme Park	Minimum age	Entry cost	Distance (miles)	Booking line telephone number
Seven Valleys	5	£10.50	15	0870 010203
Thrillalot	5	£12.50	48	01266 544021
Screamin' River	11	£13.00	76	0870 334455
Arthur's Castle	3	£12.50	13	02674 112233
Thrills 'N' Spills	5	£13.00	29	01352 778899
Ghost Castle	5	£11.00	44	04492 783621
High 'N' Fast	5	£11.00	104	0870 937521
Six Peaks	11	£13.00	53	01234 567890
Mystery Mountain	5	£11.50	97	02789 456321
Thunder Mountain	5	£10.50	89	02345 678912
Kingdom	2	£9.50	66	07890 123456
Rockpool Pleasure Beach	2	£9.00	16	01479 773399
Fearsome Forest	5	£11.00	38	03456 789123
White Knuckle Park	11	£13.00	84	01432 642987
Paradise Island	2	£8.00	108	03987 775522
Magic Mountain	3	£11.00	23	01825 333777
Forestwood Theme Park	2	£9.50	24	02672 331265
Adventure Valley	5	£10.00	34	04672 527383
Apache Kingdom	2	£8.00	58	02234 728492
Zenith	11	£10.50	12	0870 333 3322

DATABASE TASK ACTIVITY SHEET

1		
Ob.	**Activity**	**Marks**
1	Candidate runs the database package, opens theme park data file and describes content of records.	1
2	Candidate identifies information needed for two additional theme park options from handout.	1
3	Candidate adds two records from information source.	1
3	Candidate prints out all records in the correct table after updating (22 records) and saves file with same name.	1
4	Candidate says how the database might be used to help plan a school trip.	1

Entry 2		
Ob.	**Activity**	**Marks**
1	Candidate selects appropriate data source(s) for two new records e.g. adverts, brochures, internet.	1
2	Candidate selects data and adds two records to the database. Candidate saves file with new name, observed by teacher.	1
3	Candidate sorts the file in order of entry cost, prints sorted table and re-saves.	1
3	Candidate re-sorts table using a sensible field, print outs all records in the sorted table and saves with a new name.	1
4	Candidate discusses choice of sort field and the benefits of sorting data.	1

Entry 3		
Ob.	**Activity**	**Marks**
1	Candidate sources original data from paper or electronic media for two new records.	1
2	Candidate selects correct information for each record and adds two records. Re-sorts and re-saves.	1
3	Candidate uses package to find entrance fees less than £12. Saves and prints query.	1
3	Candidate uses package to find parks with minimum age 5 and less than 40 miles away. Saves and prints the results.	1
4	Candidate comments on how the application might be useful for themselves and for others.	1

DATABASE TASK MARK SHEET for ....

Activity	Teacher evidence	Mark
Run the database package. Open THEMEPARK file. Find out what information is given for each theme park.		
You need to add two more theme parks to the database. Look at the handout about theme parks and choose two you would like to add. Write down or tell your teacher what information you need to add to the database.		
Add your two theme parks to the database as two new records.		
Print out the database. You should have 22 records Save the file with the same name.		
Tell your teacher how you might use the database to help choose a suitable theme park.		
Look at the adverts, brochures or use the internet to select two more theme parks.		
Select the data you need and add two records to your database. Save the file with the new name: NEWPARKS.		
Sort the file in order of entry cost. Print out all records and re-save the file.		
Choose another useful way of sorting the database. Name the field to sort on. Sort the database using this field and save with a new name.		
Tell your teacher why it is useful to sort your data and why you chose the field.		
Collect information on more theme parks from sources such as travel agents, internet, newspapers or magazines.		
Choose information for two theme parks. Add them to your file NEWPARKS. Re-sort your file in order of distance and re-save it.		
Search your database to find theme parks with an entry cost of less than £12. Save the query. Print the results.		
Search your database for theme parks with a minimum age of 5 and less than 40 miles away. Save the query. Print the results.		
Tell your teacher how a theme park database might be useful for you or for others.		

TASK 2 - SPREADSHEET

Background

At the end of each year the Head of Year 7 organises a trip to a theme park.
He uses a spreadsheet to calculate the cost of the trip and to work out how much to charge each pupil.
The spreadsheet is so popular he has been asked to help other staff with the planning of their trips.

Resources required:

This task requires a spreadsheet with pre-set formula as shown below.
This may be provided complete on disk.
Candidates may create the spreadsheet or add data to a prepared structure but this is optional.

- For Entry 1, candidates will require additional information (cost of packed lunch - £3.50)

- For Entry 2, the completed data capture form for Mrs Castle's trip is required.

- For Entry 3, blank data capture forms are required. These may be supplied or produced by the candidate.

DATA

FORMULAE

	A	B	C	D		D
1	School trips	Trip to:				
2						
3	Teacher in charge					
4						
5	Number of pupils					
6						
7		Price	Number required	Total		
8	Money received					
9	Charge per pupil	£21.00		£00.00		=B9*C9
10						
11			Total money received	£00.00		=D9
12						
13	Costs per trip					
14	Entrance fee	£12.00		£00.00		=B14*C14
15	Coach hire (40 seater)	£120.00		£00.00		=B15*C15
16	Drinks			£00.00		=B16*C16
17				£00.00		=B17*C17
18			Total cost	£00.00		=SUM(D14:D17)
19						
20			Money left over			

SPREADSHEET TASK ACTIVITY SHEET

Entry 1		
Ob.	**Activity**	**Marks**
1	Candidate runs spreadsheet application, opens school trip costs data file and describes content of spreadsheet	1
2	Candidate identifies information needed to insert for a packed lunch.	1
3	Candidate adds new data as a new row (formulae already in place) and the missing cost for refreshments.	1
3	Candidate prints out correct spreadsheet after updating and re-saves file.	1
4	Candidate says how the spreadsheet might help to plan a trip.	1

Entry 2		
Ob.	**Activity**	**Marks**
1	Candidate studies completed data capture form and describes how it relates to the spreadsheet.	1
2	Candidate selects the data from the form and enters it into the spreadsheet and prints.	1
3	Candidate changes the cost of the entrance fee and observes the effect on the total then prints.	1
3	Candidate changes the appropriate data value for number of pupils, observes the effect and prints spreadsheet.	1
4	Candidate comments on the benefits of a spreadsheet when changing variable data.	1

Entry 3		
Ob.	**Activity**	**Marks**
1	Candidate collects data for new enquiry and enters into spreadsheet.	1
2	Candidate considers how to work out how much money is left over and works out a formula by hand.	1
3	Candidate adds the new formula to the spreadsheet.	1
3	Candidate checks result, prints out spreadsheet, once with figures and once with formulae, and saves with a new name.	1
4	Candidate comments on what the new formula has achieved – what information can be obtained.	1

SPREADSHEET TASK MARK SHEET for …………….....................…

Activity	Teacher evidence	Mark
Run the spreadsheet package you have been using Open the file TRIPCOSTS and make sure you understand what information can be entered to work out the cost of a trip.		
A packed lunch can be ordered. Tell your teacher what you must enter into the spreadsheet and ask for the information.		
Add this information to the spreadsheet as a new row. The cost of drinks is £0.50 each. Enter this cost.		
Print a copy of your spreadsheet and re-save the file.		
Tell your teacher how your spreadsheet might be used to plan an end of year trip.		
Mrs Castle has asked for help with her trip and has filled in a costing sheet. Describe how the information matches the spreadsheet.		
Enter the information for Mrs Castle into the spreadsheet in the correct places. Print the sheet.		
The cost of the entrance fee goes up by £1. Alter this figure and check the total cost of the trip. Print the result.		
Three more pupils want to come. Alter the spreadsheet, check the total and print the result.		
Tell your teacher why it is useful to use a spreadsheet when changes need to be made.		
Collect information for a new enquiry about a trip using a blank form and enter the data into your spreadsheet.		
The money left over is entered in cell D20. Write down the formula that you will need to calculate the money left over from this trip.		
Enter your formula in cell D20 in the spreadsheet.		
Make final changes to correct errors and print the spreadsheet twice, once with the figures and once showing your formula. Save the spreadsheet with a new name.		
Tell your teacher why you have used a formula in the spreadsheet and what it allows you to find out.		

Year trip planning sheet

COSTING SHEET

Date of trip:

4 July

Trip to :

White Knuckle Park

Location:

Hertfordshire

Teacher responsible:

Mrs Castle

Coach company:

Well Travelled

Cost of coach:

£130.00

Size of coach:

40 seater

Estimated number of pupils:

35

Other items	Yes/No	Cost
Entrance fee	Yes	£13.00
Packed lunch	No	
Drinks	Yes	£0.50

Year trip planning sheet

COSTING SHEET   Date of trip:

Trip to :

Location:

Teacher responsible:

Coach company:

Cost of coach: Size of coach:

Estimated number of pupils:

Other items	Yes/No	Cost
Entrance fee		
Packed lunch		
Drinks		

TASK 3 - USING WP/DTP

Background

Most people visit theme parks for the roller coasters, so to help people choose which park to visit, we have been asked to provide documents describing the main coasters.

Resources required:

Brochures, pictures and information about Roller Coasters (real or imaginary). Data should include:

- Location
- Height
- Length
- Comment about its main features.

- For Entry 1, an outline poster may be provided by the centre, although candidates may prefer to start from scratch
- For Entry 2, a handout containing details of different rides taken from advertising brochures or the Internet
- For Entry 3, brochures, advertisements, web site addresses, etc from which details can be extracted.

WP/DTP TASK ACTIVITY SHEET

Ob.	Activity	Marks
Entry 1		
1	Candidate chooses a roller coaster to advertise and the data required.	1
2	Candidate plans layout of poster using selected text and given outline (or own design).	1
3	Candidate inserts the roller coaster data in appropriate positions.	1
3	Candidate uses simple formatting and prints a copy of the poster.	1
4	Candidate discusses the document produced and makes suggestions about how it could be improved.	1
Entry 2		
1	Candidate selects information and images about a roller coaster from given data source(s). Images may be in printed form for scanning, from clipart or from the Internet.	1
2	Candidate plans rough outline by verbal/written means.	1
3	Candidate creates a new file and enters text and images in appropriate format. Candidate saves file with suitable name and prints first draft.	1
3	Candidate edits where necessary, saves with a new name and prints final copy.	1
4	Candidate discusses use of the work in another context e.g. using the information to create advertising material or putting the information on a web page.	1
Entry 3		
1	Candidate selects original data on a chosen Theme Park from a range of paper or electronic media.	1
2	Candidate makes a significant contribution to the presentation of the chosen leaflet, etc including a hand drawn plan.	1
3	Candidate produces the document using their design, formatting and page layout and prints first draft, makes changes, uses the spellchecker and reprints.	1
3	Candidate produces at least 3 copies of their work from initial design to final copy, with comments.	1
4	Candidate comments on choice of presentation and reasons for improvements made.	1

WP/DTP TASK MARK SHEET for ……………………………………………

Activity	Teacher evidence	Mark
You have been asked to produce a poster to advertise a roller coaster. Look at the information your teacher gives you and select a roller coaster for which you would like to create a poster. Decide what information should be included.		
Plan the layout of your poster. You may use the outline provided by your teacher or start from scratch. Include the information you have chosen.		
Produce the poster by entering the relevant information.		
Use bold, colour, size, etc to improve your poster. Print a copy of your poster.		
Tell your teacher what you like about your poster and what you could do to improve it.		
You are going to produce a page of information about a roller coaster, to be included in a book. Choose a coaster from the information provided and decide what information should be included. You should include at least one picture. This can be clip art, from the Internet or a scanned photo.		
Draw a rough plan of your page.		
Create a new document and enter your information and pictures to make the page. Save the file with a new name and print.		
Decide what you can do to improve it Make the changes, re-save and print the page again.		
Tell your teacher other ways in which you can inform people about the coaster, using what you have done so far.		
You have been asked to produce a leaflet to advertsise the theme park. Collect information about at least three rides in a Theme Park of your choice.		
Design the leaflet. Include at least three rides.		
Produce your document using your design. Print it and comment on what is wrong with it Make some changes to improve the document, run the spellchecker and print it again.		
Make final changes to correct errors and print your best version. You should have at least 3 printouts at different stages, with comments.		
Tell your teacher what you think is good about your design and why you made any changes.		

TASK 4 - USING ICT TO ACCESS INFORMATION AND TO CONTROL EVERYDAY DEVICES

Background

This activity requires candidates to access and compare information from a variety of sources, to select information and give reasons for their choices of source.

Resources required:

Where candidates are unable to access the Internet themselves, information may be downloaded to disk in advance. The emphasis is on the availability of information from a number of sources and the selection of an appropriate source.

CD-ROM/network based encyclopaedia
Demonstration/access to internet and e-mail
CEEFAX TV
VCR with programming instructions
Details of film to be recorded

Centres should check that their ICT-based encyclopaedias support the required searches. If not, the information to be found may be amended.

ACCESSING INFORMATION TASK ACTIVITY SHEET

Entry 1		
Ob.	**Activity**	**Marks**
1	Candidate describes different forms of information– people, paper, CD-ROM, Internet, TV, database, etc.	1
2	Candidate gives examples of ICT controlled devices, what they can be made to do and where to find instructions and assistance.	1
3	Candidate runs encyclopaedia on CD-ROM or local network and finds information about Ursa Major.	1
3	Candidate finds and prints picture of Orion.	1
4	Candidate shows awareness of the use of ICT information sources in school by giving examples of use.	1

Entry 2		
Ob.	**Activity**	**Marks**
1	Candidate identifies the likely source for various types of required information – The route from their house to "Chessington World of Adventure", opening times and entry fees for "Thorpe Park" and safety regulations for public rides.	1
2	Candidate describes the information that is needed to programme a VCR to record a specific film showing on TV this week.	1
3	Candidate uses ICT to access and print two pieces of information on the Nemesis roller coaster.	1
3	Candidate selects and prints directions to Alton Towers.	1
4	Candidate describes own experience of ICT based information sources in school and in the wider context.	1

Entry 3		
Ob.	**Activity**	**Marks**
1	Candidate identifies sources available for information price of tickets and gives reasons for preferred choice.	1
2	Candidate uses a sequence of instructions to programme a VCR to record a particular film showing on TV this week.	1
3	Candidates find results of enquiry about the specified roller coasters, using more than one source, both ICT based and other.	1
3	Candidate sets out results found from ICT and other sources for comparison.	1
4	Candidate discusses results found using alternative sources both ICT based and other.	1

ACCESSING INFORMATION TASK MARK SHEET FOR

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Activity	Teacher evidence	Mark
Describe to your teacher different ways you can get information about something.		
Give examples of two pieces of equipment which are controlled by a computer. Describe what you can make each one do and how you find out how to give it the right instructions.		
Run an encyclopaedia from your workstation. An old fashioned name for a roller coaster is the big dipper. There is a pattern of stars (constellation) in the sky which is known as the big dipper because it is shaped like a roller coaster. Scientists call this Ursa Major. Find information about Ursa Major.		
Search for information on another pattern of stars called Orion. Print a picture of the Orion.		
Tell your teacher how ICT is used in your school to find out information.		
Name the best places to look for information on: • The route from your house to "Chessington World of Adventure" • Opening times and entry fees for "Thorpe Park" • Safety regulations for public rides.		
Your teacher will give you the name of a film being shown on TV this week. State what information you will need to make the video recorder tape this programme.		
Use a computer to find out two facts about the Nemesis roller coaster at Alton Towers. Print the information.		
Use a computer to find and print directions from your house to Alton Towers.		
Tell your teacher how you have found or been given information with methods using computers both in school and outside.		
Name as many ways as you can to find out the price of tickets to a theme park. State which you think is the best method, giving reasons.		
Enter the instructions in advance to make the video recorder tape the film mentioned above.		
Two of the most famous Roller Coasters in the UK are "The Rattlesnake" and the "Missile". Use computers and other methods to find out as much as you can about them including where they are.		
Present the results of your searches showing where you got each piece of information.		
Tell your teacher how you found the information and which methods you found easiest to use.		