



Getting the most out of a Task

Summary of Scheme Requirements

- For each Pupil Portfolio, you must show evidence of **at least four different** Desirable Features at **Levels 1 & 2** and at **at least five different** Desirable Features at **Levels 3, 4 & 5**. In all cases, **at least one** Desirable Feature that you choose must be from **List B**.

List A	List B
<ul style="list-style-type: none"> • Animation • Desk Top Publishing • Exploring Programming • Moving Images • Music Technology • Online Collaboration • Presentation • Researching • Spreadsheets • Web Design • Working with Images • Working with Sound • Working with Text 	<ul style="list-style-type: none"> • Animation • Exploring Programming • Moving Images • Music Technology • Online Collaboration • Working with Images • Working with Sound

- You must use the CCEA ICT Accreditation Scheme Tasks to provide evidence of the level of ICT competence that the pupil is working at. Each Task covers one or more Desirable Feature and one or more Level. Task from the previous 'IT' Scheme will not be accepted.
- Teach your pupils the skills needed to carry out a task. Remember that a Task which is being submitted as part of the Accreditation should be used as an **Assessment** task, and not a teaching and learning task. The pupils should already have the skills before they attempt the task, which should be with a degree of independence.
- One way of preparing the pupils with the skills they will need, is to take a whole school approach to the scheme and plan for the progression of UICT skills across the year groups. Although only Year 4 and 7 pupils actually take part in the Accreditation, teachers of other year groups can use the tasks with their pupils, as teaching and learning aids, as a way to develop the skills which the pupils will need when they move into Year 4 or 7.

With these points in mind, the following should help you to get the most out of the tasks that you choose in order to provide the required evidence.

Choosing the right Tasks for you

- Choose tasks that will fit in with the work you will be doing in class. This will be easier than choosing tasks that will need to be a 'bolt-on' to an already full school day.
- Try to choose tasks that cover as big a range of the levels in your class as possible. For example, if you are choosing a Presentation task, try to choose one that covers more than one level. If you have pupils in your class who you feel may sit outside of these levels, choose another similar task, perhaps a generic one, so that you are not having to do completely different tasks with the one class.
- Look at List B. Choose at least one Desirable Feature that you feel confident to work on with the pupils. Search the Task List and find a task(s) from this category to carry out with your pupils. You have now fulfilled the List B requirement.
- Look at Tasks which cover other Desirable Features that you would like to do, and which are relevant to your classroom work. Before you choose which Tasks to do, read the following section on how to extend a Task.
- If you wish, you can write your own task. This be sent to and approved by CCEA before you submit it for Moderation. However, you can look for natural opportunities to extend and enhance tasks.
- If a task has several parts, ensure that the parts that your pupils do, covers all of the Desirable Features that are listed on the front of the Task. In some tasks, only particular parts fulfil the requirements of particular Desirable Features.

Extending a Task to include more Desirable Features

While you must submit a task you have written yourself to CCEA for approval before you can use it for Moderation, you can extend an existing CCEA Task so that it covers more Desirable features than are stated on the task, without the need for prior approval.

This is a great way to cover more of the scheme requirements, whilst also enhancing and enriching the ICT experiences of the children. However, if you do this, you need to bear the following in mind:

- In order to receive credit for adding another Desirable Feature, it should be covered to the same level as the rest of the Desirable Features in the task.
- It should add a meaningful extension to an existing task.

The following example outlines how a task may be able to be extended to include more Desirable Features.

You choose a L2 & 3 Presentation Task. It states on the task that it will enable you to cover the Desirable Features of 'Presentation' and 'Working with Text'.

There is scope here to extend this task into a bigger project and include the Desirable Feature of 'Researching'. In order to do this, you should look at the Desirable Features document and see what the requirements for 'Researching' are at Levels 2 & 3. Carry this research out with your pupils and gather the appropriate evidence that will illustrate the work carried out by the pupils. This will be needed at Moderation.

NB: Any additional Desirable Feature you include must be covered at the same level as the rest of the task. If your pupils carry out research for their presentation to the same level as the rest of the task, they will have covered 'Researching'.

There is also scope to cover another Desirable Feature, for example, 'Working with Images'. Again, look at the Desirable Features document and see what the requirements are for 'Working with Images' at Levels 2 & 3. This may include creating and manipulating images in another piece of software and then, for example, bringing these images into the presentation.

Extending a Task to include 'Exchange'

In order to achieve a level, a pupil must demonstrate competence in that level (or higher) across each of the 5 'E's.

However, as 'Exchange' is still a relatively new area of ICT, it will be acceptable for this year only (2010/11) to include evidence of Exchange at a level that is lower than the rest of the Portfolio.

In other words, a Pupil Portfolio must demonstrate that the pupil has had **some meaningful** experience of Exchange, although this may not necessarily be at the same level as the rest of the Portfolio.

The following examples may give you an insight into how a task can be extended to allow for meaningful opportunities in Exchange.

- Pupils are creating a presentation on the Titanic. They use a Wiki to edit each other's text into bullet points.
- Pupils are creating a tri-fold information leaflet for visitors to their local area. They use email to share their leaflets with pupils in another school who use Two Stars and a Wish to give feedback about how to improve the leaflet.
- Pupils are carrying out a researching activity for an animation that they will make about the Great Irish Famine. They upload images from famine times and text from historical sources to VoiceThread. They use the facilities in VoiceThread to comment on the validity of the sources and what they artist was trying to covey. They also annotate onto the image using the pen facility in VoiceThread. The teacher uses these comments as the basis for class discussion about the historical sources.
- Pupils are carrying out a project on Recycling. They see a relevant news article on LNI Newsdesk. They use the 'Have Your Say' function within the LNI Newsdesk to comment on the story and on what they have been learning.
- Pupils are working on a topic on 'Animals in hot and cold places'. The teacher sets up a course within LNI. Pupils use the course to exchange ideas and research and to comment on each other's work, as well as complete assignments which the teacher has set up.

Extending a Task to include 'Evaluate'

In order to achieve a level, a pupil must demonstrate competence in that level (or higher) across each of the 5 'E's. This includes 'Evaluate'.

Evaluate means much more than a pupil stating at the end of a task what they liked or didn't like about the task. It focuses much more on the **process** that the pupil went through: the decisions that they made throughout the task, including the Plan, Do and Review phases.

The 'Communication' part of UICT is and should be an integral part of a pupil's experiences in ICT. Therefore, it is not merely the 'end-product' that illustrates a pupil's competence, but the process they have been through to create the end product, the developments they have made, the understanding they have shown and their ability to apply ICT concepts and processes appropriately in a variety of contexts across the curriculum.

Therefore, you should build in opportunities for the pupils to evaluate at every stage of the process. The following examples show how the evidence of the evaluation process could be displayed, where applicable and relevant to the activity and the age and experience of the pupils:

- photographs
- pupil write-up
- teacher write-up
- pupil voice recording
- video recording of pupil
- various versions/drafts of work showing how the pupil amended their work and made improvements

At Level 5, all evidence of Evaluate must be from the pupil. Evidence at other levels may be from the pupil and/or teacher.