

Did You Know?

Desirable Features: Desk Top Publishing

Task Description

In this task pupils are required to use suitable word processing or desktop publishing software to create the front page of a typical community or school/class newspaper.

The aim of the task is to produce a special edition of the newspaper describing a group of people in the local community that pupils currently do not know well.

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

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.**

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

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.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

This task provides a focus for work within PD&MU – Strand two – Mutual Understanding in the Local and Wider community.

This task also provides teachers with opportunities to develop pupils' skills in literacy (Communication) skills.

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	
Personal Development and Mutual Understanding	✓
Physical Education	
The World Around Us	✓

Did You Know?

Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information
 Thinking, Problem-Solving and Decision-Making
 Being Creative
 Working with Others
 Self-Management.

Prior Knowledge/Experience

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

- word processing/desktop publishing;
- using a digital camera or scanner;
- importing and saving images;
- creating and editing text/image;
- applying fonts, styles and alignments; and
- creating a columnar layout.

Due to the nature of this task, pupils should have had the opportunity to engage with local, national and international news items to learn what makes a good news story. Local news is of greatest importance in the school and in the lives of pupils who live in the vicinity. Engaging with the views of the pupils enables you as facilitator to promote a culture of tolerance and respect for cultural and religious diversity, equality and justice in the local community.

Resources

Suitable software such as MS Word, MS Publisher.
 Scanner/Digital Camera.
 Graphics bank.

Managing the Task

Pupils should be given opportunities to:

Plan

Identify a group in the local area whose culture and traditions are different or unfamiliar to your pupils and who they would like to understand better. This could be a group of people with a different religion, who play a different sport, celebrate a different festival, come from another country or who are members of an unfamiliar club or organisation.

Decide how pupils will carry out interviews with their chosen group by, for example, inviting representatives of the group into school, arranging a suitable time and place to talk on the phone or if appropriate making a visit outside the school.

Encourage pupils to do some research about the group before they carry out their interviews so they can plan questions which will develop their understanding of the group and be prepared to follow up a point that comes up in interview. Pupils may need to practise writing quickly to record answers or become familiar with a sound recording device. Pupils can also find out if they are allowed to take photographs of the group and decide how this will be done.

Pupils should plan and then write suitable stories for the front page of the paper. Pupils should also have access to a range of suitable resources for example scanned or imported artwork/digital images or text.

Do

Pupils should work individually to create the newspaper front page using a suitable ICT package. They should make use of graphics, digital photographs or scanned images and text to present information in a suitable format taking account of their audience.

Review

Pupils should be given the opportunity to discuss their newspaper with their peers. They should reflect on how the process developed their understanding and make any improvements if required.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Desk Top Publishing at Levels 3 and 4. These Desirable Features have been produced as guidance for teachers to consider when observing pupils 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.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid		
UICT Requirements	Level 3	Level 4
Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use information from given digital sources (explore); • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); • communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); • understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); • make modifications to improve their work (evaluate); and • save using file names and select work to showcase learning digitally (exhibit). 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use assets from a range of digital sources (explore); • investigate and solve problems in a digital environment (explore); • 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 (express); • use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); • use appropriate ICT tools and features to improve work (evaluate); and • select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).
Express <ul style="list-style-type: none"> • 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. 		
Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 		
Evaluate <ul style="list-style-type: none"> • 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. 		
Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 		

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Desk Top Publishing)	Desirable Features - Level 4 (Desk Top Publishing)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • open a new (or existing) document (explore); • select a template, for example, brochure, card, newspaper, leaflet, etc (explore); • access and select images from a range of given sources (guided by teacher), for example, camera, internet, clipart, picture bank, own artwork (explore); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • retrieve an existing document/folder (explore); • independently access and select text, images and other assets from a range of digital sources (explore); • copy and paste text appropriately from a range of digital sources (explore);
<p>Express</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • create text and alter font, size, style and colour of text (express); • spell frequently used words correctly (express); • display text appropriately, for example, using correct punctuation, word spacing (express); • include titles/subtitles if appropriate (express); 	<ul style="list-style-type: none"> • show an awareness of audience (express); • create own text (express); • use a spellchecker (express); • use default text flow (express); • use a text box and format if appropriate (express); • create a table (express);
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • select appropriate tools and tool options, for size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper, and repeat options (express); • begin to use tools available, for fill, autoshape, shadow, etc (express); • understand word wrapping, i.e. not using return key at end of each line of text (express); 	<ul style="list-style-type: none"> • import a graph and position appropriately (express); • edit an image to enhance it using, crop, resize, adjust contrast/brightness (express); • replicate documents (express); • format text using some of the following - inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express);
<p>Evaluate</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • position an image appropriately (express); • scale an image proportionally (express); • work collaboratively online if appropriate (exchange); • make changes to work if necessary (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<ul style="list-style-type: none"> • demonstrate awareness of screen or print (express); • use the text and picture toolbars to enhance appearance of text and images (express); • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate);
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 		<ul style="list-style-type: none"> • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).

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

Did You Know?

Design the front page for a special edition of a local community or school/class newspaper.

The front page should tell readers about the culture and traditions of any community in Northern Ireland that is different to your own.



Choose a title and include any other details you think are important.

Think about the content and layout of your front page. Look at a range of different newspapers in class to get ideas for your design.

Research/interview your chosen group. Write your stories and collect/take photographs to use with your reports.



Arrange your news stories and other information to give the appearance of a newspaper.

Discuss how you can give an unbiased report that will create better understanding of your chosen topic.

Decide on suitable styles and fonts for headlines and sub headlines.

Add suitable graphics or photographs to illustrate some or all of the reports.

Save and print a copy of your work.

Show your newspaper to a friend and discuss if it can be improved.

Make any changes.

Save a copy.

