

Planning a Class Trip

Desirable Features: **Researching**
Spreadsheets

Task Description

This is an ICT task which focuses on research and the use of spreadsheets to collate information and manipulate data to solve problems.

In this task pupils are required to plan for a class trip. This could be a class trip/outing or picnic, whichever is most appropriate to the class. Depending on the level at which they are working, they should research the costs for the trip, enter data into a spreadsheet, solve problems and make observations and draw conclusions from the data.

Pupils working at Level 3 should complete Part 1 of the task and pupils working at Level 4 should complete Part 2 of the task.

The teacher should download the associated task spreadsheet from the ICT Accreditation microsite. (If pupils are familiar with a different type of spreadsheet format, the teacher can prepare an appropriate spreadsheet using information from the original task spreadsheet.)

This task provides teachers with the opportunity to develop pupils' skills in numeracy (Using Mathematics).

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.**

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	✓

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.

Planning a Class Trip

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:

- researching on the Internet;
- inputting data into a spreadsheet;
- using a spreadsheet to solve a problem; and
- using spreadsheets with built-in functions to aid calculations.

Resources

Suitable spreadsheet software.

Digital camera or scanner.

Shop price lists (optional).

Downloaded CCEA spreadsheet available from the Task List area of the CCEA website. A help sheet is available from the website.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should have access to the internet or a range of suitable price lists. Either in small groups or as a class task with the teacher the pupils should discuss previous class trips/outings and the features of that event that would cost money. The pupils should then agree the features of their school trip/outing this year.

Do

Level 3

Pupils should use a given shopping website to research the prices of the agreed items. The teacher should input this data into the provided blank spreadsheet (*Planning a school trip spreadsheet blank*) along with the researched prices. Alternatively teachers can use the completed spreadsheet provided (*Planning a school trip spreadsheet*) Pupils should then use either spreadsheet to solve problems, make observations and draw conclusions. **(Part 1)** (N.B. If you decide to use your own spreadsheet you need to adjust the questions accordingly)

Level 4

Pupils should plan for their own imaginary school trip with a budget at the discretion of the teacher. The pupils should research the costings on the Internet. They will then enter their data into the given spreadsheet and use this to solve problems, make predictions and answer simple questions using some of the spreadsheet functions. **(Part 2)**

Review

Pupils should be given the opportunity to discuss their spreadsheets with their peers and to present it. They should reflect on the how they could have made improvements to their spreadsheet when planning for the class outing/trip.

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 Researching and Spreadsheets at Levels 3 and 4. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil 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 also 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 (Spreadsheets)	Desirable Features - Level 4 (Spreadsheets)
<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"> • solve simple problems using some of the facilities available in a given spreadsheet (explore); • make observations and draw conclusions, for example, make comments about the data, results or graphical representation (evaluate); and • save work using meaningful file names (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • make predictions and solve problems using a given spreadsheet (explore); • demonstrate an understanding of what is meant by the terms cell, formulae, rows and columns (explore); • use a range of sources, for example, catalogues, internet sites, tables or lists to research the data needed to solve a problem (explore); • input data from own research into a given spreadsheet (explore); • answer simple questions by using sort or using simple formulae such as +, -. (explore); • work collaboratively online, for example contribute to an online spreadsheet (exchange); • discuss how they solved the problem and reflect on their initial predictions (evaluate); and • save spreadsheet in a named folder and be able to access it when required (exhibit).
<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. 		
	Desirable Features - Level 3 (Researching)	Desirable Features - Level 4 (Researching)
<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. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • use search facilities, directed by the teacher using, for example given internet sites or CD ROMs (explore); • search for documents, sound or pictures on internet or shared folders (explore); • find content (explore); • demonstrate some awareness of referencing sources (explore); • discuss where information on a topic might be found (explore); • work collaboratively online if appropriate (exchange); • talk about their choices, restating information, sometimes supported by evidence (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • make suggestions on searches for a given topic (explore); • gather information from a limited range of sources with some relevance, quality, depth and balance (explore); • select information to download in suitable format, for example, partial content from a website (explore); • edit found text (explore); • provide some reference to sources (explore); • work collaboratively online when appropriate (exchange); • talk about reasons for their choices – text, images, sounds and moving images (evaluate); • show an awareness that not all information is accurate (evaluate); • add appropriate websites to favourites/ bookmarks (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).
<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. 		
<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. 		

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

Planning a Class Trip

Part 1

Use the spreadsheet your teacher has given you to answer these questions:-

How much did your class trip cost altogether?

Which item was the most expensive?

How much did it cost to hire the bus?

How much does it cost to buy 28 ice creams?

If three people decided not to have an ice cream, what price would the ice cream cost now?

What has happened to the total cost?

If two people were sick on the day of the school trip what would be the total cost? (Remember a bus can hold 40 passengers)

Save your work.



Planning a Class Trip

Part 2

Planning a Class Trip

Use the blank spreadsheet your teacher has given you to complete this task.

Your teacher will tell you the budget you have to spend on your class's school trip/outing.

You can decide how you want to spend the money.

Use the Internet to research the prices of all the items you need to buy and the spreadsheet to help you calculate the total costs. Remember you have to keep within budget.

Use your completed spreadsheet to solve these problems:-

- What is the total cost of your school trip/outing?
- How much were you within budget?
- Sort your items from the most to the least expensive.
- You have £20 less to spend, adjust your spreadsheet to take account of this.

Save your new spreadsheet and discuss the changes you have made with a friend.

