

Victorian Times

Desirable Features: **Spreadsheets**
Working with Text
Desk Top Publishing

Task Description

This task can be used to support a Victorian Topic. It is set out in 4 parts. The pupils are provided with a spreadsheet which they use to investigate the cost of employees' wages in a Victorian Manor House. They have the opportunity to manipulate the data and investigate the effects of making changes in order to solve problems. The teacher should download the associated task spreadsheet from the ICT Accreditation Scheme Microsite. (If pupils are familiar with a different type of spreadsheet format, the teacher can prepare one, using the information from the original task spreadsheet.)

In Part 3 of the task, pupils use a suitable word processing package to create an advertisement showing an awareness

of audience. In Part 4, a desktop publishing package is used to create a newspaper page. Pupils should make use of graphics/scanned images and text and should show an awareness of audience.

The Pupil Notes are set out in 4 parts.

Part 1(a) and 1(b) are for pupils working at Level 3 and all of Parts 1 and 2 are for pupils working at Level 4 in Spreadsheets. Part 3 is for pupils working at Level 3 in Working with Text and Part 3 and 4 are for pupils working at Level 4 in Desk Top Publishing. When coming to a judgment on the level at which the pupil is working, teachers should use the Assessment Grid at the end of this task.

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.

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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:

- inputting data into spreadsheet cells;
- investigating changing variables in a given spreadsheet to solve problems;
- word processing including creating and editing text/images;
- desktop publishing including applying fonts, styles and alignments;
- using a scanner;
- importing and saving images; and
- saving their work.

Resources

Suitable software such as Numberbox 2, MS Excel, MS Word, MS Publisher.

Scanner

or

Graphics Bank.

Downloaded spreadsheet – available from Task List area of CCEA ICT Accreditation website.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should consider and discuss the changes they will need to make and how these changes will affect the end result. They should also decide on what information they will use in their advertisement. They may use the internet to carry out some research.

Do

Pupils should work individually to carry out the required changes to the spreadsheet. They should be given time to manage and investigate the stored data.

Pupils should work individually to create the advertisement/newspaper page using a suitable ICT package. They should make use of text, graphics/scanned images. Pupils should show an awareness of audience.

Review

Pupils should be given the opportunity to discuss with their peers the decisions they made regarding staffing of the house. They should reflect on the process and make any improvements if required.

Pupils will evaluate whether the style, tone, language, graphics used in their advertisement/newspaper page are appropriate for the period. They should make any changes if necessary.

Screenshot of Spreadsheet

Employee	Wages	Number	Wage Totals
Butler	40	1	40
Housemaid	16	7	112
Gardener	20	4	80
Cook	20	1	20
Governess	12	1	12
Chimney Sweep	10	1	10
Stable Boy	8	4	32
Lady's maid	20	1	20
Coachman	20	4	80
Housekeeper	40	1	40
Scullery Maid	9	2	19
Total			464

Answer to Part 1a

Employee	Wages	Number	Wage Totals
Butler	40	1	40
Housemaid	16	4	64
Gardener	20	4	80
Cook	20	1	20
Governess	12	1	12
Chimney Sweep	10	1	10
Stable Boy	8	2	16
Lady's maid	20	1	20
Coachman	20	2	40
Housekeeper	40	1	40
Scullery Maid	9	3	27
Total			369

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 Spreadsheets at Levels 3 and 4, Working with Text at Level 3 and Desk Top Publishing at Level 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 judgment 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 and/or data 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. 		
<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>Desirable Features - Level 3 (Working with Text)</p>	
<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>Typically the pupil can:</p> <ul style="list-style-type: none"> • open new (or existing) document (explore); • create text and alter font, size, style and colour of text (express); • position an image appropriately (express); • spell frequently used words correctly (express); • display text appropriately, for example: using correct punctuation, word spacing (express); • include title or subtitles if appropriate (express); • work collaboratively online if appropriate (exchange); 	
<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"> • 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). 	

Assessment Criteria Grid

UICT Requirements	Desirable Features – Level 4 (Desk Top Publishing)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • retrieve 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); • 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); • 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); • 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); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit); • work with images that may include photo, own scanned image, still from film, clip art or stock (photographic) image (express); • use borders, text boxes, background and WordArt, if appropriate (express); and • crop an image (express).
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information using a range of digital media and manipulate a range of assets to produce multimedia products. 	
<p>Exchange</p> <ul style="list-style-type: none"> • communicate using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally; • understand how to keep safe and display acceptable online behaviour. 	
<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. 	
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum. 	

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

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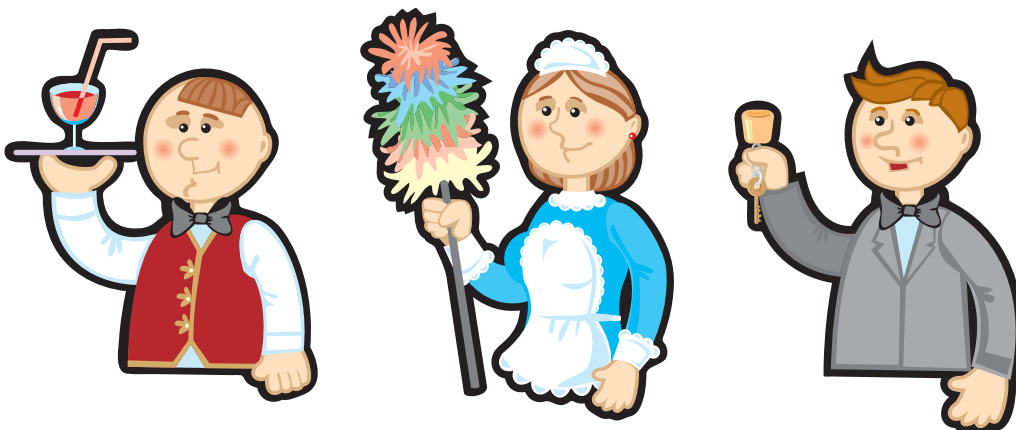
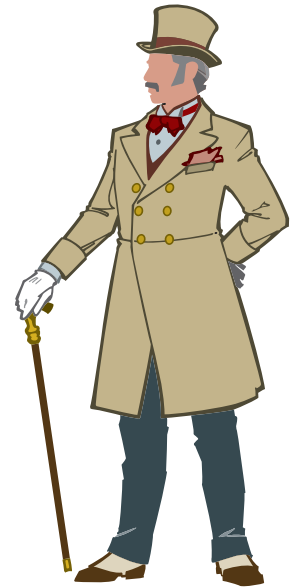
Part 1a

You are a Victorian Landlord living in a Manor House in Ulster in the 1870's. You have had to make some changes to your staff for various reasons.

Use the spreadsheet your teacher has given you to calculate the change in wages when:

- 3 housemaids and 2 stable boys are dismissed;
- 2 of the coachmen are no longer required; and
- one more scullery maid is employed.

Give your spreadsheet a suitable name and save it in your documents folder.



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Part 1b

Use the original spreadsheet that your teacher gave you.

It is expensive to run a big house. You are having problems making ends meet and now you have decided that you can only afford to spend £350 on staff wages at most.

Use your pre-prepared spreadsheet to find out which servants you can do without. Try to get as close as possible to £350.

Be careful who you get rid of as you might have to do the work yourself! Change the number of servants until you have reduced your wage bill to £350 or just less.

Give your spreadsheet a suitable name and save it in your documents folder.

Discuss the changes you have made with a friend.



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Part 2

The following year your cook and your butler tell you that they wish to leave your house and go to work somewhere else.

You find out that they have been offered higher wages by a neighbouring landlord. You decide to increase their wages by giving the butler £10 extra per year and the cook £5 extra per year so that they will stay with you.

Open the original spreadsheet, work out what their wages would now be and adjust the spreadsheet.

In that year you have become a parent again and now need to employ a nursery nurse to look after the baby. Carry out some research on the internet and try to find out what wages a nursery nurse would have earned in Victorian times.

Add this information to the same spreadsheet.

Use the "sum" facility of the spreadsheet to calculate your total number of employees. Format the cell so that the font, alignment and text colour are the same as the other number cells. Give your spreadsheet a suitable name and save it to your documents.

Discuss the changes you have made with a friend.



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Part 3

You have decided that you need to employ a new scullery maid or a stable boy.

Create a job advertisement for the local newspaper. Think about the sort of skills and experience you will require in this person. Describe the type of work the scullery maid or stable boy will have to undertake and the conditions of service provided.



Think carefully about your choice of language and style of writing to suit the historical period.

Ensure that all necessary details are included.

Create the advertisement in a text box. Insert a graphic into your advertisement or scan in your own drawing. Scale and position it appropriately.

Save your advertisement.

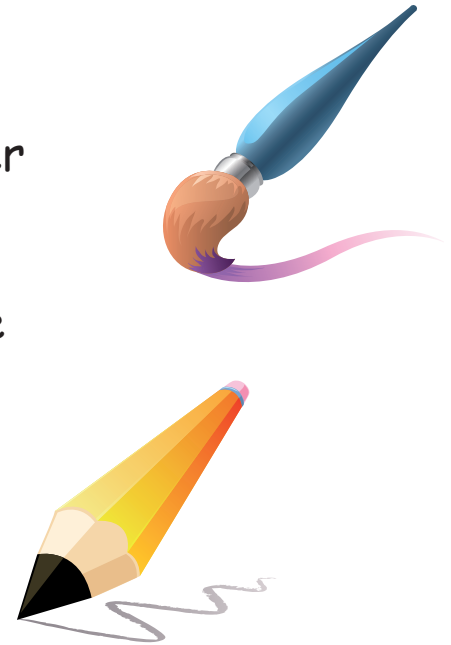
Show your advertisement to someone in your class and discuss if it could be improved.



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Part 4

Create a newspaper page which contains other local news and insert your advertisement into this page. You will need to create columns, use headings and import appropriate graphics. Edit images. Format text by aligning/justifying and use text wrapping. You may need to carry out some research on the internet to find samples of Victorian newspapers.



Give your document a name and save it in your documents folder.

Show your newspaper page to someone in your class. Discuss and make any necessary changes.

