

**GCSE ICT
Animal Shelter
Activity 1a**

| | | | | | |
|--|--|--|--------------|-----------|--|
| | Student Name | | | | |
| | Teacher | | Target Grade | | |
| | | | | ☹ → ☺ → ☺ | |
| Information Sources Table Collected for Activity 1 Including Logo, Database and Web Banner | Full URLs of websites used / visited / considered | | | | |
| | Detailed descriptions of research (e.g. What specific info did it offer?) | | | | |
| | Wide Range of sources (e.g. email, telephone, web searching, print material) | | | | |
| | Discrimination – Explanation for choosing sources | | | | |
| | Discrimination – Explanation for NOT choosing sources | | | | |
| Assets Table Collected and created for Activity 1 Including Logo, Survey and Web Banner | Wide Range of assets (e.g. own creations, Internet sourced) | | | | |
| | Collection of Copyright Free images / files | | | | |
| | Description of Copyright / Permission & Understanding of Copyrighted Works | | | | |
| | Use of Primary Sources (e.g. Own graphics and photos) | | | | |
| | Use of Secondary Sources (e.g. Created by others) | | | | |
| | Detailed description of assets (Be specific) | | | | |
| | Discrimination – Explanation for choosing / using assets | | | | |
| | Discrimination – Explanation for NOT choosing / not choosing assets | | | | |
| Activity 1 Review | Decisions clearly explained throughout | | | | |
| | Investigation – Animal Choices | | | | |
| | Investigation – Animal Costs | | | | |
| | Investigation – Medical Costs | | | | |
| | Investigation – Rules and Regulations | | | | |
| | Investigation – Salary Information | | | | |
| | Investigation – Evidence of Teacher feedback | | | | |
| | Investigation – Responding to Teacher feedback | | | | |
| | Evidence of Internet Keyword Searches with screenshots | | | | |
| | Evidence of Internet Advanced Searches with screenshots | | | | |
| | Survey – Evidence of searches with screenshots | | | | |
| | Survey – Evidence of Complex Finds / Queries with screenshots | | | | |
| Survey – Conclusions based on searches | | | | | |

1a. Gathering information: (10 marks)

| | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|--|---|---|
| No content (0 Marks) | <i>The student has used some appropriate sources, including a given database, to gather information, some of which is relevant for use in their digital products. (1-4 marks)</i> | | | | <i>The student has used a range of appropriate sources, including a given database, to select relevant information for use in their digital products. (5-7 marks)</i> | | | <i>The student has used a wide range of appropriate sources, including a given database, showing discrimination in their selection of information for use in their digital products. They have used complex or efficient techniques to refine searches. (8-10 marks)</i> | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Additional Feedback:

**Points awarded for
Activity 1a**

/10

**GCSE ICT
Animal Shelter
Activity 1b**

| | | | | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--------------|---|---|---|---|--|
| | Student Name | | | | | | | | | | | | |
| | Teacher | | | | | | | Target Grade | | | | | |
| | | | | | | | | ☹ | → | ☺ | → | ☺ | |
| Logo | Two colours | | | | | | | | | | | | |
| | Original graphics created using suitable drawing tools | | | | | | | | | | | | |
| | Appropriate name | | | | | | | | | | | | |
| | Quality / Audience Suitability / Clarity of logo and name | | | | | | | | | | | | |
| | Exported as suitable file type for other docs (e.g. .PNG file) | | | | | | | | | | | | |
| | CAB requirements met (Suitable Two colour logo) | | | | | | | | | | | | |
| Survey | Creation of Data Collection Sheet | | | | | | | | | | | | |
| | Database created to store results / data | | | | | | | | | | | | |
| | Survey Analysis | | | | | | | | | | | | |
| | CAB requirements met (conduct a survey about animal shelter attitudes) | | | | | | | | | | | | |
| Web Banner | Use of Logo / Strapline / House-style | | | | | | | | | | | | |
| | Suitable animation size selected | | | | | | | | | | | | |
| | Use of suitable animation | | | | | | | | | | | | |
| | Inclusion of Animal Shelter website address | | | | | | | | | | | | |
| | Quality / Audience Suitability / Clarity of Animation | | | | | | | | | | | | |
| | Exported in a suitable format for Internet (e.g. swf) | | | | | | | | | | | | |
| | CAB requirements met (Online advertisement for shelter website) | | | | | | | | | | | | |
| Activity 1 Review | Logo - Evidence of feedback from buddy / teacher / others | | | | | | | | | | | | |
| | Logo - Evidence of improvements based on feedback with screenshots | | | | | | | | | | | | |
| | Survey - Evidence of conclusions based on analysis | | | | | | | | | | | | |
| | Web Banner - Evidence of feedback from buddy / teacher / others | | | | | | | | | | | | |
| | Web Banner - Evidence of improvements based on feedback with screenshots | | | | | | | | | | | | |
| | ALL additional Activity 1 Review questions responded to in detail | | | | | | | | | | | | |

1b. Developing digital products: (12 marks)

| No content (0 Marks) | The student has developed the specified digital products, with some use of appropriate content. They have carried out a limited review of their work but with few modifications. (1-4 marks) | The student has developed the specified digital products, using appropriate content and features. They have reviewed their work and made modifications some of which are effective. (5-8 marks) | The student has developed the specified digital products, using appropriate content and features effectively. They have reviewed and modified their work throughout its development, using feedback from others to improve the outcomes. (9-12 marks) | | | | | | | | | |
|----------------------|--|---|---|---|---|---|---|---|---|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Additional Feedback:

**Points awarded for
Activity 1b**

/12

**GCSE ICT
Animal Shelter
Activity 2a**

| | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--------------|---|---|---|---|---|--|--|--|--|--|--|
| Student Name | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | | | Target Grade | | | | | | | | | | | |
| | | | | | | | | ☹ | → | ☺ | → | ☺ | | | | | | |
| Spreadsheet Model & Testing | Evidence in Info Sources table of spreadsheet data collected | | | | | | | | | | | | | | | | | |
| | Use of Logo / Strapline / House-style | | | | | | | | | | | | | | | | | |
| | User friendly and easy to navigate | | | | | | | | | | | | | | | | | |
| | Key element: Total amount of space used in m ² | | | | | | | | | | | | | | | | | |
| | Key element: Overall cost of running the shelter for a year | | | | | | | | | | | | | | | | | |
| | Key element: Remaining space and money available | | | | | | | | | | | | | | | | | |
| | Key sections: Overview / Animals / Staff / Chart | | | | | | | | | | | | | | | | | |
| | What-if scenarios - use of variables | | | | | | | | | | | | | | | | | |
| | Costs of running with £300,000 AND £500,000 Grant | | | | | | | | | | | | | | | | | |
| | Text formatting: Fonts / styles / alignment / colour | | | | | | | | | | | | | | | | | |
| | Borders and Cell formatting | | | | | | | | | | | | | | | | | |
| | Use of Standard calculations: = + / - * | | | | | | | | | | | | | | | | | |
| | Functions (e.g. SUM, MIN, MAX, AVERAGE, IF, COUNT, VLOOKUP, SPINNERS) | | | | | | | | | | | | | | | | | |
| | Conditional formatting | | | | | | | | | | | | | | | | | |
| | Use of Comment Boxes / Help prompts | | | | | | | | | | | | | | | | | |
| | Hyperlinks between sheets (e.g. Menu options) | | | | | | | | | | | | | | | | | |
| 3D Referencing between sheets (e.g. Linking data from one sheet to another) | | | | | | | | | | | | | | | | | | |
| Absolute Cell Referencing (e.g. Using the \$ sign) | | | | | | | | | | | | | | | | | | |
| Activity 2 Review | Spreadsheet - Evidence of feedback from buddy / teacher / others | | | | | | | | | | | | | | | | | |
| | Spreadsheet - Evidence of improvements based on feedback with screenshots | | | | | | | | | | | | | | | | | |
| | Spreadsheet - Description of effective testing | | | | | | | | | | | | | | | | | |
| | Spreadsheet - Results of testing and actions carried out if required | | | | | | | | | | | | | | | | | |

2a. Modelling: (12 marks)

| | | | | | | | | | | | | |
|-------------------------|---|---|---|---|--|---|---|---|---|---|----|----|
| No content (0 Marks) | The student has gathered some relevant data and developed a simple spreadsheet model that generates some meaningful information. They have carried out limited testing, but with little effect. (1-4 marks) | | | | The student has selected relevant data and developed a spreadsheet model that generates meaningful information. Testing has been carried out, but not all of it was effective. (5-8 marks) | | | | The student has selected relevant data, developed a complex spreadsheet model that generates sufficient reliable and meaningful information to fully inform the decision-making process. Effective testing has been carried out. (9-12 marks) | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

Additional Feedback:

**Points awarded for
Activity 2a**

/12

**GCSE ICT
Animal Shelter
Activity 2a**

| | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--------------|--|--|--|--|--|
| | Student Name | | | | | | | | | | | |
| | Teacher | | | | | | Target Grade | | | | | |
| | | | | | | | ☹ → ☺ → ☺ | | | | | |
| Information Sources Table Collected for Activity 2 Including Spreadsheet, Report and Digital Poster | Full URLs | | | | | | | | | | | |
| | Detailed description (e.g. What specific info did it offer?) | | | | | | | | | | | |
| | Wide Range of sources (e.g. use of email, telephone, web searching) | | | | | | | | | | | |
| | Discrimination – Explanation for choosing sources | | | | | | | | | | | |
| | Discrimination – Explanation for NOT choosing sources | | | | | | | | | | | |
| Assets Table Collected and created for Activity 2 Including Spreadsheet, Report and Digital Poster | Wide Range of assets (e.g. own creations, Internet sourced) | | | | | | | | | | | |
| | Collection of Copyright Free images / files | | | | | | | | | | | |
| | Description of Copyright / Permission Understanding for Copyrighted Works | | | | | | | | | | | |
| | Use of Primary Sources (e.g. Own graphics and photos) | | | | | | | | | | | |
| | Use of Secondary Sources (e.g. Created by others) | | | | | | | | | | | |
| | Detailed description of assets (Be specific) | | | | | | | | | | | |
| | Discrimination – Explanation for choosing assets | | | | | | | | | | | |
| | Discrimination – Explanation for NOT choosing assets | | | | | | | | | | | |
| Report | Use of Shelter Name / Logo / Housestyle | | | | | | | | | | | |
| | Well-reasoned recommendations made | | | | | | | | | | | |
| | Report includes supporting data from model | | | | | | | | | | | |
| | Report includes supporting charts / graphs from model | | | | | | | | | | | |
| | Explanation of how the aim was achieved | | | | | | | | | | | |
| | Clear summary of costs at £300,000 and £500,000 | | | | | | | | | | | |
| | CAB requirements met (What the shelter can offer at £300,000 and £500,000) | | | | | | | | | | | |
| Digital Poster | Use of Shelter Name / Logo / Housestyle | | | | | | | | | | | |
| | Key Info: Persuasive text to get people to volunteer | | | | | | | | | | | |
| | Use of suitable images | | | | | | | | | | | |
| | Quality / Audience Suitability / Clarity of Digital Poster | | | | | | | | | | | |
| | CAB requirements met (Persuades people to volunteer, donate or sponsor) | | | | | | | | | | | |
| Activity 2 Review | Report - Evidence of feedback from buddy / teacher / others | | | | | | | | | | | |
| | Report - Improvements based on feedback with screenshots | | | | | | | | | | | |
| | Digital Poster - Evidence of feedback from buddy / teacher / others | | | | | | | | | | | |
| | Digital Poster - Evidence of improvements based on feedback with screenshots | | | | | | | | | | | |
| | ALL additional Activity 2 Review questions responded to in detail | | | | | | | | | | | |

2b. Digital publishing: (12 marks)

| | | | | | | | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| No content (0 Marks) | The student has developed the specified outcomes, with some use of appropriate content. They have used results from their model to make recommendations, some of which are sensible. They have carried out a limited review of their work but with few modifications. (1-4 marks) | The student has developed the specified outcomes, using appropriate content and features. They have used their model to consider alternatives and present sensible recommendations. They have reviewed their work and made modifications some of which are effective. (5-8 marks) | The student has developed the specified outcomes, using effective content and features. They have used their model to consider feasible alternatives and present well-reasoned recommendations. They have reviewed and modified their work throughout its development, using feedback from others to improve the outcomes. (9-12 marks) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | | | | | | | | | | | | | | |

Additional Feedback:

**Points awarded for
Activity 2b**

/12

**GCSE ICT
Animal Shelter
Activity 3a**

| | | | | | |
|--|---|--|--------------|--|-----------|
| | Student Name | | | | |
| | Teacher | | Target Grade | | |
| | | | | | ☹ → 😊 → 😊 |
| Information Sources Table Collected for Activity 3 Including Video and Website | Full URLs of websites used / visited / considered | | | | |
| | Detailed descriptions of research (e.g. What specific info did it offer?) | | | | |
| | Wide Range of sources (e.g. email, telephone, web searching, print material) | | | | |
| | Discrimination – Explanation for choosing sources | | | | |
| | Discrimination – Explanation for NOT choosing sources | | | | |
| Assets Table Collected and created for Activity 3 Including Video and Website | Wide Range of assets (e.g. own creations, Internet sourced) | | | | |
| | Collection of Copyright Free images / files | | | | |
| | Description of Copyright / Permission Understanding for Copyrighted Works | | | | |
| | Use of Primary Sources (e.g. Own graphics and photos) | | | | |
| | Use of Secondary Sources (e.g. Created by others) | | | | |
| | Detailed description of assets (Be specific) | | | | |
| | Discrimination – Explanation for choosing assets | | | | |
| | Discrimination – Explanation for NOT choosing assets | | | | |
| Video Advert - Storyboard | Sketch plan of each video shot with appropriate detail | | | | |
| | Content Descriptions: Description / Timings / Music / Voice-over Script | | | | |
| | Quality / Audience Suitability / Clarity of Planning | | | | |
| | Re-designed / Re-developed versions of Storyboard following feedback | | | | |
| | CAB requirements met (45-60 Second Persuasive Video Advert Storyboard) | | | | |
| Web Design - Structure Plan | Clear title of each Web Page | | | | |
| | Clear path / navigation choices between each Web Page | | | | |
| | Minimum sections: Home Page / Giving Page / Volunteer Page | | | | |
| | Each page must be accessible from any other section | | | | |
| | Re-designed / Re-developed versions of Structure Diagram following feedback | | | | |
| | Quality / Audience Suitability / Clarity of Structure Diagram | | | | |
| | CAB requirements met (Structure Diagram of Website links) | | | | |
| Web Design - Storyboards | Clear storyboards show designs of each website page | | | | |
| | Key Info: Shelter details / Animals / Donations / Sponsorship / Volunteering | | | | |
| | Screen layout: Titles / Fonts / Colour Schemes / Buttons / Sizes / Assets / Links | | | | |
| | Content Descriptions: Text / Images / Multimedia elements | | | | |
| | Annotation: Justification of Design Choices / Functionality | | | | |
| | Re-designed / Re-developed versions of storyboards following feedback | | | | |
| | Quality / Audience Suitability / Clarity of Storyboards | | | | |
| | CAB requirements met (Web Design Storyboards) | | | | |
| Activity 3 Review | Video Storyboard - Evidence of feedback from buddy / teacher / others | | | | |
| | Video Storyboard - Evidence of improvements / feedback with screenshots | | | | |
| | Web Design Structure - Evidence of feedback from buddy / teacher / others | | | | |
| | Web Design Structure - Improvements based on feedback with screenshots | | | | |
| | Web Design Storyboards - Evidence of feedback from buddy / teacher / others | | | | |
| | Web Design Storyboards - Improvements based on feedback with screenshots | | | | |
| | ALL additional Activity 3 Review questions responded to in detail | | | | |

3a. Design: (10 marks)

| | | | | | | | | | | | |
|----------------------|---|---|---|---|--|---|---|--|---|---|----|
| No content (0 Marks) | <i>The student has used design tools to give some indication of what each screen will be like. They have commented on some of their design decisions. (1-4 marks)</i> | | | | <i>The student has used design tools to show what each screen will be like, and how they are linked together. They have commented on important design decisions. (5-7 marks)</i> | | | <i>The student has used design tools to clearly show what each screen will be like and pathways through the product. They have commented on and justified important design decisions. (8-10 marks)</i> | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Additional Feedback: | | | | | | | | | Points awarded for Activity 3a | | |
| | | | | | | | | | /10 | | |

**GCSE ICT
Animal Shelter
Activity 3b**

| | | | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--------------|---|---|---|---|---|--|
| Student Name | | | | | | | | | | | | |
| Teacher | | | | | | Target Grade | | | | | | |
| | | | | | | | ☹ | → | ☺ | → | ☺ | |
| Video Advert | Key Info: Logo / Name / Animal Sponsorship | | | | | | | | | | | |
| | Original Voice-over | | | | | | | | | | | |
| | Use of appropriate soundtrack | | | | | | | | | | | |
| | Quality / Audience Suitability / Quality of Video) | | | | | | | | | | | |
| | CAB requirements met (45-60 Second Persuasive Video Advert Storyboard) | | | | | | | | | | | |
| Web Site | Use of Logo / Strapline / House-style | | | | | | | | | | | |
| | Clearly follows Storyboard design where possible | | | | | | | | | | | |
| | Key Info: Shelter details / Animals / Donations / Sponsorship / Volunteering | | | | | | | | | | | |
| | Includes: Sponsorship Video Advert / Volunteering digital poster | | | | | | | | | | | |
| | Navigation allows unaided use for any user | | | | | | | | | | | |
| | Quality / Audience Suitability / Clarity of Website | | | | | | | | | | | |
| | CAB requirements met (Persuade people to donate, volunteer, and sponsor) | | | | | | | | | | | |
| Activity 3 Review | Video Advert - Evidence of feedback from buddy / teacher / others | | | | | | | | | | | |
| | Video Advert - Improvements based on feedback with screenshots | | | | | | | | | | | |
| | Website - Evidence of feedback from buddy / teacher / others | | | | | | | | | | | |
| | Website - Improvements based on feedback with screenshots | | | | | | | | | | | |
| | Website - Description of effective testing | | | | | | | | | | | |
| | Website - Results of testing and actions carried out if required | | | | | | | | | | | |
| | ALL additional Activity 3 Review questions responded to in detail | | | | | | | | | | | |

3b. Digital Publishing: (12 marks)

| | | | | | | | | | | | | |
|-------------------------|---|---|---|---|--|---|---|---|--|---|----|----|
| No content (0 Marks) | The student has developed the specified outcomes, with some use of appropriate content. The interactive product has limited user control. The student has carried out a limited review of their work, but with few modifications. (1-4 marks) | | | | The student has developed the specified outcomes, using appropriate content and features. The interactive product has a functional user interface and control. The student has reviewed their work and made modifications some of which are effective. (5-8 marks) | | | | The student has developed the specified outcomes, using appropriate content and features effectively. The interactive product has an effective user interface and control. The student has reviewed and modified their work throughout its development, using feedback from others to improve the outcomes. (9-12 marks) | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

Additional Feedback:

**Points awarded for
Activity 3b**

/12

**GCSE ICT
Animal Shelter
Activity 4**

| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--------------|---|---|---|---|--|
| | Student Name | | | | | | | | | | | | |
| | Teacher | | | | | | | Target Grade | | | | | |
| | | | | | | | | ☹ | → | ☺ | → | ☺ | |
| Pre-evaluation | Completion of Activity Reviews 1,2 and 3 | | | | | | | | | | | | |
| Brief Evaluations Original written document with clear headings / subheadings | Logo: Fitness for Audience and Purpose | | | | | | | | | | | | |
| | Logo: Meeting CAB Requirements | | | | | | | | | | | | |
| | Web Banner: Fitness for Audience and Purpose | | | | | | | | | | | | |
| | Web Banner: Meeting CAB Requirements | | | | | | | | | | | | |
| | Survey Database: Fitness for Audience and Purpose | | | | | | | | | | | | |
| | Survey Database: Meeting CAB Requirements | | | | | | | | | | | | |
| Detailed Evaluations Original written document with clear headings / subheadings | Spreadsheet Model: Fitness for Audience and Purpose | | | | | | | | | | | | |
| | Spreadsheet Model: Meeting CAB Requirements | | | | | | | | | | | | |
| | Spreadsheet Model: Further Improvements to final version | | | | | | | | | | | | |
| | Report: Fitness for Audience and Purpose | | | | | | | | | | | | |
| | Report: Meeting CAB Requirements | | | | | | | | | | | | |
| | Report: Further Improvements to final version | | | | | | | | | | | | |
| | Video Advert: Fitness for Audience and Purpose | | | | | | | | | | | | |
| | Video Advert: Meeting CAB Requirements | | | | | | | | | | | | |
| | Video Advert: Further Improvements to final version | | | | | | | | | | | | |
| | Website: Fitness for Audience and Purpose | | | | | | | | | | | | |
| | Website: Meeting CAB Requirements | | | | | | | | | | | | |
| | Website: Further Improvements to final version | | | | | | | | | | | | |
| Personal Performance Original written document with clear headings / subheadings | Personal Performance: Time Management | | | | | | | | | | | | |
| | Personal Performance: Skills development | | | | | | | | | | | | |
| | Personal Performance: Overcoming difficulties | | | | | | | | | | | | |
| | Personal Performance: Improving own success | | | | | | | | | | | | |
| | Personal Performance: Responding to Test buddy / Teacher | | | | | | | | | | | | |
| | Personal Performance: Acting as a Test buddy | | | | | | | | | | | | |
| | Personal Performance: Being a better Test buddy | | | | | | | | | | | | |
| Quality of Feedback | Quality of Feedback: You gave to others | | | | | | | | | | | | |
| | Quality of Feedback: received from your teacher and test buddy | | | | | | | | | | | | |
| Communication Skills | Accurate Spelling & Grammar / Quality of Writing | | | | | | | | | | | | |

4. Evaluation: (12 marks)

| | | | | | | | | | | | | |
|----------------------|--|---|---|---|--|---|---|---|--|---|----|----|
| No content (0 Marks) | The student has made undeveloped comments about the outcomes of individual activities or the task as a whole. The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks) | | | | The student has made comments, some of which are developed about the outcomes of individual activities and the task as a whole. Some suggested improvements are made. The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks) | | | | The student has made effective evaluative comments about the outcomes of activities and the task as a whole, including feedback given and received, and their own performance. Effective improvements are suggested. The student has used appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. (9-12 marks) | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

Additional Feedback:

**Points awarded for
Activity 4**

/12