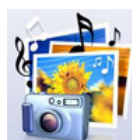


Come and  
visit us



# Project Mark Sheet

Name:	Class:	Teacher:
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Handed in on time	
Grade for effort	
Grade for content	
National Curriculum level	

Level	Point	Evidence	Achieved
4	Pupils combine and refine different forms of information from various sources	<ul style="list-style-type: none"> <li>-Use suitable images</li> <li>-Use suitable sounds</li> <li>-Suitable titles used</li> </ul>	
4	They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations	<ul style="list-style-type: none"> <li>-Use suitable fonts – easy to read style</li> <li>- Suitable text has been included to promote the holiday destination</li> <li>- Suitable images have been used to show the holiday destination</li> <li>-Sounds are suitable for their audience</li> <li>- Animations are suitable for their audience</li> <li>- Finished video is suitable for intended audience</li> <li>- There are few spelling or grammatical mistakes</li> </ul>	
4	They use ICT to organise, store and retrieve information.	<ul style="list-style-type: none"> <li>- They store their work in folders which are correctly named.</li> <li>- They are usually able to find their work.</li> <li>- screen prints doc from lesson 2</li> </ul>	
5	Pupils combine ICT tools within the overall structure of an ICT solution	<ul style="list-style-type: none"> <li>- Students use graphics editing software to resize, crop or manipulate images</li> <li>- Students use graphics editing software to reduce the file size of images through lossy compression</li> <li>- Students use digital camera to take their own images</li> <li>- Students might make their voice over narrative for at least one video</li> </ul>	
5	They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences	<ul style="list-style-type: none"> <li>- Fonts style and size are consistent throughout their videos</li> <li>- Font style and colour easy to read over the background</li> <li>- Images are appropriate, no copyright signs, not pixelated</li> <li>- Animation effects have been considered and add impact rather than distract</li> <li>- Videos are completely suitable for their intended audience</li> </ul>	

5	They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work	<ul style="list-style-type: none"> <li>- Teacher observation</li> <li>- Self evaluation sheet completed with sufficient reflection. Successes identified and areas for improvement highlighted.</li> </ul>	
5	They use appropriate evaluation criteria to critically evaluate the fitness for purpose of their work as it progresses.	<ul style="list-style-type: none"> <li>- They complete the Photo Story planning sheet in lesson 2.</li> <li>- They use their planning sheet when making their first video</li> <li>- They evaluate their video against their original plan</li> <li>- They are able to clearly explain how their work is fit for purpose and audience</li> </ul>	
5	They use ICT to organise, store and retrieve information using logical and appropriate structures.	<ul style="list-style-type: none"> <li>- Their folder structure is organised logically e.g. Year 8 &gt; ICT &gt; Holiday video</li> <li>- They store all of their documents with sensible file names</li> <li>- They are always able to find files when required</li> <li>- screen prints doc from lesson 2</li> </ul>	
6	They develop and refine their work to enhance its quality, using a greater range and complexity of information	<ul style="list-style-type: none"> <li>- All images have been reduced in size</li> <li>- All images have been optimised for file size and students can explain the reasons for doing this</li> <li>- They include voice narratives on both videos</li> <li>- They have music backgrounds on both videos</li> </ul>	
6	They present their ideas in a variety of ways and show a clear sense of audience	<ul style="list-style-type: none"> <li>- Two videos have been produced for two very different audiences</li> <li>- Both videos have clearly written text suitable for their audience</li> <li>- The second video has grammatically correct translations with no spelling errors</li> <li>- The music on the second video has been adapted to be more suitable for the new audience</li> <li>- Both videos have suitable voice narratives</li> </ul>	

### Feedback

### Target for improvement

*You may:*

- Guide teachers or students to access this resource from the [teach-ict.com](http://teach-ict.com) site
- Print out enough copies to use during the lesson

*You may not:*

- Adapt or build on this work
- Save this resource to a school network or VLE
- Republish this resource on the internet

**A subscription will enable you to access an editable version, without the watermark and save it on your protected network or VLE**

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