

UNIT 8.2 OVERVIEW

Web design & authoring has moved on significantly with new approaches to authoring tools and the range of media that can be included on a page. However, the planning and preparation still requires an understanding of the audience and nature of the site being produced as well as the platform it will be viewed on, e.g. PC, mobile phone, tv etc.

The Links page within the *pupil store* has been checked / updated, however, at the time of this update the following Internet links on the pupil activity pages or subsequent worksheets are inaccessible or the page has moved.

Activity 1 Homework

http://www.broadband.gov.uk/html/ukbroadband_task_force/advice.html

Activity 3 Homework

<http://www.bbc.co.uk/crime/crimewatch/index.shtml>

Lesson	Lesson learning objectives & content revision / notes		
1	This lesson makes early reference to broadband, since being written this is now the most common method of connection, however, the UK provides a connection rate far better than many other major countries & you may wish to discuss this with the pupils.		
2	Most web authoring tools use an interface for adding content to a web page but they also provide a method to view the code. It is still valid for pupils to be able to identify the major aspects of how a web page is constructed using HTML tags. Some web sites are now purely authored using Flash.		
4	It may be useful to have a sheet to record sources of information for this lesson or better, an electronic sheet for use during the plenary session. This can then be digitally shared at a later date.		
5	With many new types of media being available to be shown over a web page it may be valid to discuss the effectiveness of these and what we mean by 'browser plugins' and how these can be kept up to date.		
6	Explain the importance of style sheets for consistency in style and approach. Particularly useful for corporate design, large web sites or where the work is done on a collaborative basis.		
7	There may be a place for pupils to keep a group database to record good or interesting web sites.		
Level	Skill	Assessment Criteria	Knowledge & Understanding
5	Use additional software or skills to make some web elements interactive. E.g. Flash or roll overs	Selective appropriate software tools or skills to add interactivity to a web site and know how it would improve it for the end user.	

YEAR 8 – UNIT 8.2						Lessons 1 -7	
1 Finding information							
1.1 Using data and information sources							
use information from primary or secondary sources and know when to choose the different types							
recognise how the content and style of information can influence the message it gives and that data can be distorted and misused							
justify the use of particular information sources to support an investigation or presentation, and devise and apply criteria to evaluate how well various information types support a task							
1.2 Searching and selecting							
select information from a range of sources and assess the potential value of the information for a task							
frame searches in an appropriate and considered way in relation to the required results, for a more complex problem							
use basic logical operators and apply these when searching for information							
understand that the different ways in which search engines work can affect which information is returned							
acknowledge all sources, recognising copyright and other constraints							
1.3 Organising and investigating							
save files in appropriate formats and create a hierarchical folder structure							
identify the essential data and ICT tools required to solve a problem							
develop open and closed questions with sensitivity, recognising people’s cultural, social and ethical differences							
design a questionnaire or data-collection sheet to collect relevant data, and obtain and use feedback to establish what are good questions							
produce or adapt a data structure, enter data into this and check that data is reasonable and accurate							

use more complex queries – AND, OR, NOT; use different searches to produce the most effective result or to collect extra or different data for more detailed conclusions							
represent information in graphs, charts or tables, and in a report where appropriate; justify the form of representation and check the plausibility of their conclusions							
identify examples of automated data collection and recognise the impact of electronic databases on learning, everyday life and employment							
evaluate different applications in terms of the structure and method of processing data							
2 Developing ideas							
2.1 Analysing & automating processes							
identify the key elements of a problem and represent components in a plan							
automate simple processes by harnessing software tools; recognise where automation tools, such as filtering, can be used to improve safety when using the internet							
2.2 Models and modelling							
combine variables within a model in different ways to form rules							
recognise that the rules contained within a model determine its output, and make more complex predictions based on several variables							
amend existing simple models by changing variables and formulae							
identify whether a model has an appropriate set of variables to make it suitable for a particular purpose, and assess its accuracy by comparing its outcomes with those from other sources							
2.3 Sequencing instructions							
use precision and accurate syntax when framing instructions							
test and refine sequences in order to achieve specific outcomes							
recognise that sequencing instructions is fundamental to a wide range of ICT applications							

3 Communicating information

3.1 Fitness for purpose

plan communication projects and select the appropriate communication (type, length, media) for the intended audience (considering audience needs and expectations), purpose and environment

reflect on the work of others to help plan and amend their communications and understand how effective presentations or publications address specific audience needs and expectations

3.2 Refining and presenting information

draft, refine and structure their work using a combination of ICT tools to convey meaning more effectively

modify and develop text, images, tables and sounds from several sources within the structure of a piece of work

extract, combine and modify relevant information for a specific purpose, and structure and sequence this to meet audience needs

use a range of ICT tools efficiently to refine the presentation of information for a specific purpose

3.3 Communicating

select appropriate methods of exchanging digital information and recognise that the format affects the method of exchange

use digital communications for the sharing and collaborative development of ideas for a variety of purposes

work in a safe and responsible way when communicating with others

4 Evaluating

4.1 Evaluating work

improve the quality of outcomes for specific audiences and purposes by using a range of ICT tools

make and use simple success criteria that ensure fitness for purpose

justify the process they use in relation to the task							
gather and use feedback to inform future work							
reflect on their previous work and learning in order to improve their work							