

# Student Checklist

## (A Guide to completing Principal Learning IT Level 1 coursework)

Principal Learning

PL IT (IT102, IT103, IT104, IT105, IT106)

## **Student Checklist:** **A Guide to completing Principal Learning IT Level 1 coursework**

The following document has been designed to help students successfully achieve the Level 1 Diploma in IT.

Each unit has a checklist or notes to help students.

### **General guidance**

All portfolio pages should be numbered and evidence referenced to the appropriate page.

Annotations to explain what has been done are very useful - both teacher and student.

Annotations to show where LOs have been met are also useful.

For external moderation one copy of each unit's assignment must be submitted.

When teaching and assessing each unit, the GLH (guided learning hours) must be taken into account so that enough time is given to both.

### **Unit 2**

#### **LO.1**

Have I:

- given a description of technology used on **TWO** different organisations.
- described the technologies used in Organisation 1.
- described the technologies used in Organisation 2.
- described how and why each technology is used by Organisation 1.
- described how and why each technology is used by Organisation 2.
- described the benefits to each organisation of using the technologies mentioned.

#### **LO.2**

Have I:

- made notes on how individuals use technology to:
  - Live
  - Work
  - Learn
  - Socialise
- commented on how the technologies used affect the people using it to live, work etc.
- commented on the Impact of technology on society (digital divide, virtual communities).

## Unit 3

### LO.1

Have I:

- described how businesses use the different types of communications media - digital, print, spoken.
- stated what the team task is.
- listed the publications needed for the team task.
- stated why the team chose these publications.

### LO.2, 3, 4

Have I:

- produced a team plan (appendix 1).
- commented on team discussions and decisions made (either in plan or diary).
- created some publications with textual **AND** numerical information (eg, charts, spreadsheet data).
- commented on what I did for the team task.

### LO.3, 5

Have I commented on:

- the final publications.
- how the team performed.
- the impact individual behaviour had on the team (eg, if one team member was away did another have to complete his work).
- my individual performance and contribution to the team task.

## Unit 4

### LO.1

Have I:

- listed all the required components:
  - work station
  - network interface (eg, network card, USB, wireless adaptor)
  - connection infrastructure (eg, cabling, switch, wireless base station)
  - network resources (eg, printer, network drives).
- included a diagram to show networked PC systems (eg, peer to peer, client-server, wired, wireless).

All descriptions should be in students' own words and not copied from other sources such as the internet.

### LO.2

Mark Grid B - there should be an individual observation record for each student stating what each has been done to achieve the criteria for this outcome.

## Unit 5

All screenshots should be annotated to show what has been done e.g., deleting a record.

It is appropriate for teachers to produce a database for students to use to (a copy of this database should be printed to show the original database):

- edit and delete data
- perform queries
- produce reports

A different database can then be set up by the student to show they can:

- create a simple database structure
- create a data entry form (with customisation)
- use the data entry form to enter some records (accurately)

## Unit 6

Multimedia evidence **MUST** be submitted electronically on CD.

This unit should concentrate on the use of multimedia (combination of text, sound, still images and animation put in a business context)

### LO.1

Have I:

- made comments on **TWO different** uses of multimedia in business - the options are as follows:

- Education and Training (as one category)

OR

- Promotion and Advertising (as one category)

OR

- Entertainment and Leisure (as one category)

### LO.2

Have I:

- listed the requirements for my **TWO** multimedia products.
- produced up front designs for the **TWO** multimedia products.
- made the designs detailed enough for someone else to make each of the products.
- produced designs that meet my original requirements? If not, why not?
- developed **TWO** multimedia products that match my designs.
- checked that the products meet my original requirements? If not, why not?

### LO.3

Have I:

- produced review sheets for feedback.
- asked my teacher/friend etc for honest feedback on my products.
- included the review sheets in my work.
- shown that I have acted on the feedback and made changes to my products.
- tested my product on the target audience.
- made sensible suggestions for improvement.

Appendix 1: Example of part of a team plan for the team task (this is not a complete plan)

Team task - Promote the Diploma course for new students

Publications to be completed = Powerpoint presentation, leaflet and website

Tasks to be completed	Which team member is responsible for each task	Planned start date for each task	Planned amount of time to complete each task	Actual start date for each task	Actual time taken for each task	Comments (did the task go according to plan, what happened in the session etc)
Hold meeting	Team	7 <sup>th</sup> Jan	1 hour	7 <sup>th</sup> Jan	1 hour	Role allocation - research - Sue - subjects, Roy - levels, Penny - IT units. Publications discussed and allocated.
Research subjects available	Sue	10 <sup>th</sup> Jan	1 hours	10 <sup>th</sup> Jan	1 hours	All OK
Research the different levels	Roy	10 <sup>th</sup> Jan	1 hours	12 <sup>th</sup> Jan	2 hours	Away on 10 <sup>th</sup> and took longer as he was playing on the internet.
Research the units taught on IT	Penny	10 <sup>th</sup> Jan	1 hours	11 <sup>th</sup> Jan	30 mins	Away on 10 <sup>th</sup> but had already looked at these for another reason.

Research discussion	Team			12 <sup>th</sup> Jan	30 mins	Discussed the research found - all was OK, printed out copies of what we did for each other to look at.
<b>PowerPoint</b> Use research info from all of us and get images  Include chart to show number students studying each diploma subject offered	Sue - she is very good at getting the transition etc	13 <sup>th</sup> Jan	2 hours	13 <sup>th</sup> Jan	3 hours	Took longer than expected to get all the transitions working properly and to fit the chart on.
<b>Leaflet</b> Use research info from all of us and get images  Include a table dates and times of parents' meetings for further information	Penny - good at using English	13 <sup>th</sup> Jan	2 hours	14 <sup>th</sup> Jan	2 hours	Played for school hockey team so missed lesson on 13 <sup>th</sup> . Caught up on 14 <sup>th</sup> and took the expected time.

<p><b>Website</b> Use research info from all of us and get images</p> <p>Include charts and tables to show how many boys and girls achieved the IT Diploma last year</p>	<p>Roy - has used Dreamweaver in the past and enjoys doing websites</p>	<p>13<sup>th</sup> Jan</p>	<p>3 hours</p>	<p>13<sup>th</sup> Jan</p>	<p>4 hours</p>	<p>Computer crashed, data lost - didn't make a back up so had to do it over.</p>
<p>Publications discussion</p>	<p>Team</p>			<p>14<sup>th</sup> Jan</p>	<p>1.5 hours</p>	<p>Demonstration of publications - some issues with content of leaflet (altered) and links on website needed updating.</p>