



## Desktop Publishing

### Level 1

Typically, pupils should show evidence of being able to:

- Access publications that the teacher has prepared or provided and take part in a teacher-led discussion on text and images to include in a publication. Explore basic features in the desktop publishing software. (Explore)
- Create a basic document or leaflet with the teacher's help. *This might include text and pictures that the teacher provides.* (Express)
- Know that they can use digital methods to communicate. (Exchange)
- Talk about their work, led by their teacher. (Evaluate)
- Print or show their work with the teacher's help. (Exhibit)

### Level 2

Typically, pupils should show evidence of being able to:

- Choose information and images to include in their work. Carry out a series of instructions using the desktop publishing software. (Explore)
- Create a basic document with help the teacher's help. *This might include populating a template with text and images and editing these.* (Express)
- Identify and talk about how to use different digital methods to communicate. (Exchange)
- Talk about how they could make simple improvements to their work, prompted by the teacher. (Evaluate)
- Save their document and/or show it to the class or group with the teacher's help. (Exhibit)

### Level 3

Typically, pupils should show evidence of being able to:

- Research existing documents or leaflets and search for and choose information and images from given digital sources to edit and include in their document or leaflet. Carry out and edit a series of instructions in the desktop publishing software to make a sequence of pages or information. *This might include using the desktop publishing software to try out what the tools and features can do. Based on this, they choose which tools and features to use when making their own document or leaflet.* (Explore)
- Create a leaflet or poster. *This might include both text and images that are created and edited onscreen, and may make use of leaflet layouts and other basic tools and features of the desktop publishing software.* (Express)



- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might involve sending an email or making a contribution to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)
- Make some modifications to improve their document. *This might involve removing some text, changing font colour and size and/or adding or removing images.* (Evaluate)
- Save their work with a meaningful file name in an appropriate location. (Exhibit)

### Level 4

Typically, pupils should show evidence of being able to:

- Research and select information or images from a range of digital sources to edit and include in their work. Investigate and solve the problem set in the task brief. (Explore)
- Create a document that demonstrates an awareness of the audience and purpose defined in the task brief and combines text, data and/or still images. *This might involve using appropriate layout tools such as text boxes, tables, borders and tools to enhance graphics to make the document more suitable for the audience and purpose.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might involve sending an email with an attachment or making several on-topic posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve work. *This might include using the spellchecker and documenting the improvements made to their document.* (Evaluate)
- Save the document in a named folder or class e-portfolio. (Exhibit)

### Level 5

Typically, pupils should show evidence of being able to:

- Research alternative approaches used in multimedia publications and experiment with a range of layouts, taking in to account audience and purpose defined in the task brief. Research and select more information and images that are relevant from a range of digital sources to edit and include in their work. *This might include exploring other publications to generate ideas and identify images and other content appropriate for audience and the purpose set out in the task brief.* (Explore)
- Create a document that combines a range of features to demonstrate a clear understanding of the audience and purpose defined in the task brief. *This might include using margins, columns, justification, tabs, linked text boxes, grouping, text wrapping and pagination.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their work online with their peers. *This might involve working online to create a collaborative document, or discussing and/or debating online what content to include in their individual documents.* (Exchange)



- Use the 'plan, do, review' cycle to improve their work for the audience and purpose defined in the task brief. *This might include designing, drafting and refining their work to make it relevant for the audience and purpose described in the task brief. They may also retain earlier versions or drafts of their work.* (Evaluate)
- Organise, store and maintain the document or publication and any associated files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

## Level 6

Typically, pupils should show evidence of being able to:

- Research and select more relevant information and images from a range of digital sources to include in their document for specific audiences and purposes, taking into account copyright and intellectual property issues and acknowledging these where appropriate, to inform or include in their document. Investigate a range of tools and features in the desktop publishing software, taking into account the specific audience and purpose described in the task brief. *This might include exploring other publications for ideas, images and other content suitable for audience and the purpose set out in the task brief, taking account of copyright issues and referencing sources, where appropriate.* (Explore)
- Identify user requirements and plan and develop a publication targeted at a specific audience demonstrating an awareness of publication platform and having a consistent look and feel, for example onscreen or print. *This might include adding or amending an appropriate template, adopting a suitable colour scheme, more advanced text features such as the including headers and footers and ordering or grouping images.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users. *This might include collaborating on the publication with peers, for example sharing it in a discussion forum and allowing contributors to use collaborative features available of the software, such as track changes, to add quality comments and justifications directly on to the publication.* (Exchange)
- Justify the software application they chose to complete the desktop publishing task, the alternatives they considered and the process they carried out in producing the publication. Justify how their document is effective for the specified audience and purpose. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final document.* (Evaluate)
- Organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum. (Exhibit)



### Level 7

Typically, pupils should show evidence of being able to:

- Research, select and evaluate assets from a range of digital sources, found and created, discriminating between these for relevance, reliability and accuracy, justifying and referencing their sources. Select and justify the most appropriate software package to use and features employed to meet the requirements of the end user defined in the task brief. *This might involve researching and selecting publications and other assets and systematically experimenting with a range of layouts, deciding on the most appropriate to meet the expectations of the target audience, using a development cycle to routinely test and adjust their document prototype, and justify choices and decisions based on their original intentions, group discussions and feedback from end users.* (Explore)
- Set out clearly defined user requirements and plan and develop an original sophisticated publication, using a range of features in a discerning way to meet the expectations of the client or audience defined in the task brief. *This might include designing and using a bespoke template that is suitable for both audience and purpose, and adding a table of contents and/or list of figures.* (Express)
- Exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment. *This might involve uploading the publication to a blog to gather feedback from peers, experts or end users, responding to this in a discriminating way to improve the quality and suitability of the product or information assembled for an end user defined in the task brief.* (Exchange)
- Identify, with increasing discernment, the end user's requirements and publication's purpose at the outset and review systematically the final publication against the requirements at the end of the process, clearly identifying which have been met and which have not. *This might include gathering end user feedback and making further refinements or setting out recommendations for improvement.* (Evaluate)
- Systematically, organise, store and retrieve a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions and choosing appropriate formats and resolutions.* (Exhibit)

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