

Unit 1

Safe practice

You are already familiar with the internet and the world wide web; we use it daily. The question is, do we use it well? Do we think about the information we discover, who might have written it and what information we are sharing in return? This new knowledge will be combined with professional presentation skills to plan and create a brilliant presentation.

Key objectives:

1. Understand the difference between the internet and the world wide web.
2. Carry out effective searches online and judge your results.
3. Understand the importance of strong passwords.
4. Understand the process of designing, creating and evaluating a digital presentation.

By the end of the unit you will:

- be able to plan a presentation based on a given brief
- include relevant online research and content in a presentation
- use presentation tools effectively to format and lay out a presentation
- be able to apply a house style to a presentation
- design for a target audience effectively and adapt your work for a new audience.

The internet and the world wide web

Related topics

- Internet research
- Network technology
- IP addresses
- Security and privacy
- Digital communication

Key words

digital divide

email

fake

internet

network

online gaming

online shopping

post

spoof

streaming

web browser

wired

wireless

world wide web (WWW)

Learning objectives

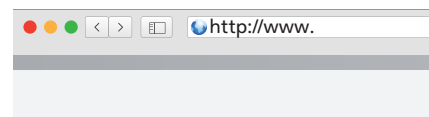
1. Understand the terms internet and world wide web.
2. Know how to spot a fake or spoof website.
3. Understand the importance of being respectful and staying safe online.

What is the internet?

The **internet** is the international **network** of connected computers all around the world. The internet allows any compatible device to access and share information stored online. Information can be transmitted over the internet using a **wired** connection or a **wireless** signal.

What is the world wide web?

The **world wide web (WWW)** was created by Tim Berners-Lee in 1989. It is all the shared pages of content stored on the network of servers connected to the internet all around the world. We use a **web browser** to access the content on the WWW.



Why do people confuse these terms?

People often use the terms internet and WWW to mean the same thing, but they are different.

- The internet is the network of connected devices, including all the devices we have in our homes.
- The WWW is the content of the internet that we see on our computers or smartphones.

Real-world examples



Access to the internet has become part of almost every aspect of life. Look at the following uses of the internet. How many of them are you already familiar with?

- Sending and receiving **email**
- Accessing the news
- Carrying out research
- **Online shopping**
- **Streaming** music and video
- **Online gaming**

What is a fake or spoof website?

Anyone can **post** information on the WWW. This means that the information is not necessarily true. Any website that contains untrue information is known as a **fake** or **spoof** website. Many spoof websites are created for fun and to entertain, but sometimes people post false information and news in order to spread lies or cause trouble in the world. You can find advice on searching the internet on pages 16–17.

How to spot a fake website

It is wise to be cautious about the information you read on the internet. Here are some questions to ask yourself about the websites you visit.

- Have you heard of the website?
- Does the website have a strange web address?
- Can you find the same information on a site you can trust?
- Ask a family member. Do they recognise the author or content?

The importance of being respectful online

When we communicate online, we should have the same high standards as in the real world. It is important not to spread untrue comments about people or try to get other people into trouble. Posting disrespectful comments about people is a form of bullying. It is just as harmful as saying unkind things to someone in person.

Real-world advice

- Don't share passwords or personal details.
- Never post or share unkind or false information online.
- Don't believe everything you see and read online. Check with an adult.
- If you see content that worries you, report it to an adult (your parent or guardian or your teacher). If you are using social media, you can also use the Report button.

Further investigation

- Read about the creation of the WWW.
- Find out how many devices in your home can connect to the internet.
- Research the term **digital divide**. Write a definition in your own words and give some examples.
- Look for some recent examples of 'fake news'.
- Talk to members of your family. Do they know and understand all the key words from this lesson?

Success criteria

- I can describe the difference between the internet and the WWW.
- I am aware of fake or spoof websites. I know how to recognise them.
- I can describe examples of respectful behaviour online. I can explain to others how to behave respectfully online.



Presentation-based projects

Related topics

- Creating digital documents
- Multimedia content

Key words

animation
design theme

font
graphic
layout
master slide

slides
target audience
transition

Learning objectives

1. Understand the importance of a target audience for project work.
2. Know how to analyse a given brief.
3. Understand and apply key presentation terminology.

Creating a presentation for a given brief

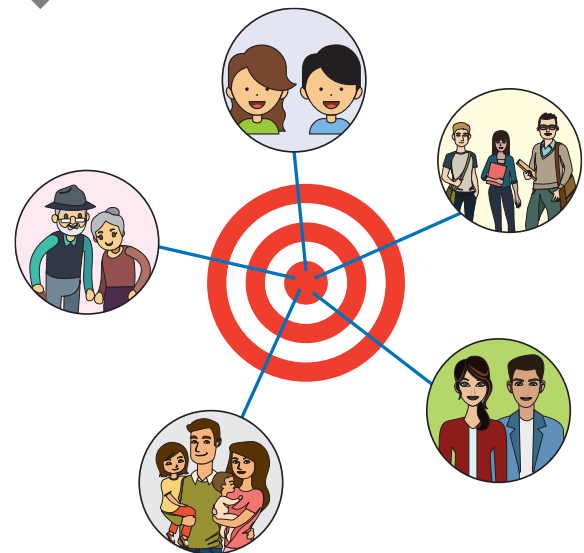
A project brief gives information about the key requirements of a project. It should include:

- the topic that the presentation is about
- the main tasks that need to be carried out
- who the presentation is for – the **target audience**
- in what form the work should be presented.

What is a target audience?

Every product, whether it is a digital or a physical product, is designed for a target audience. The product aims to meet the needs of this particular group of people. A target audience is usually defined by aspects of their lives such as:

- their age
- their interests
- geographical factors, such as where they live
- social and economic factors, such as their family situation, their income or their job.



Real-world examples

Every day, people give presentations all around the world. Each presentation is aimed at a particular target audience. Examples of presentations and their target audiences include:

- a presentation in a school, college or university, aimed at the students
- the launch of a technology product, aimed at customers
- a presentation by a candidate at a job interview, aimed at the employers.





Presentation terminology

There are many different software packages that you can use to create a presentation. Key terms that describe the main features of these packages include:

- **slides:** the pages of a presentation
- **layout:** the arrangement of the text, **graphics** and photos on a slide
- **animation:** effects used to make an object (such as an image, a title or a bullet point) appear or disappear on a slide
- **transitions:** a type of animation used when you move from one slide to the next slide
- **design themes:** sets of pre-designed styles that you can choose for the background, text and colour of a slide show
- **master slide:** a layout that you can use for several slides.

Tips for a successful presentation

When you give a presentation to a specific audience, think about the things that you should and should not do.

Do... 	Don't... 
Space out text, images and graphics.	Fill each slide with too much text.
Use words and language styles that are appropriate for the target audience.	Use too many animation effects or transitions – this will distract your audience.
Choose one clear font and style and stick to it throughout the presentation.	Use low-quality images that look blurred on screen.
Choose a design theme that will appeal to your target audience.	Link to videos and websites without checking them first.

Further investigation

- Investigate different presentation software packages. Which package might you use in your home or school?
- How does your teacher use presentations in the classroom?
- Ask your classmates what they like to see in a classroom presentation.

Success criteria

- I understand that it is important to define the target audience for a project.
- I can recognise the key elements in a project brief.
- I can describe the main features of a presentation.
- I can describe things to do and things to avoid when creating a presentation.

Creating a storyboard for a presentation

Related topics

- Designing for an audience
- Presentation tools and functionality

Key words

graphical elements

hyperlink

navigation

slide

storyboard

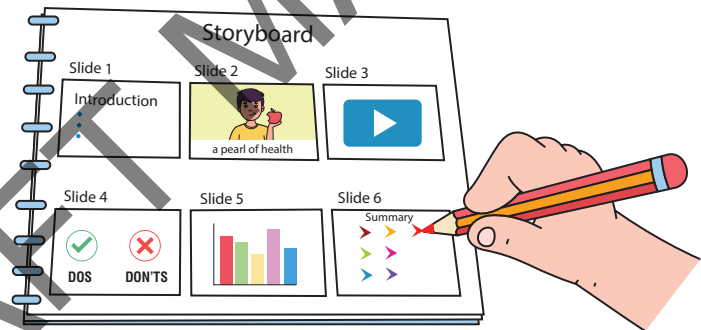
text

Learning objectives

1. Understand the importance of planning a presentation.
2. Understand the key elements of a storyboard.
3. Know how to plan a storyboard to meet the user's needs.

What is a storyboard?

A **storyboard** is a visual plan of a presentation or other media project. You create a storyboard at the start of the project and you usually draw it on paper. A storyboard shows the step-by-step sequence of the project. The storyboard for a presentation includes a plan for each **slide** in the sequence.



Why are storyboards used?

A storyboard allows the author to plan how their project will look. It is tempting to simply jump straight into a project, but a storyboard has some advantages.

- It saves you time because it allows you to spot problems at an early stage.
- It allows you to plan the key information to include, step by step.
- You do not need to use a computer at this stage.

Real-world examples



Storyboards are not used just for presentations. Other examples include:

- movie and animation planning, imagining how scenes will look before they are recorded
- video game designing
- planning complex movie sequences on a computer (often referred to as pre-visualisation, or pre-vis).

What should a storyboard include?

Storyboards allow the author to think about what content to include, the order of the content and how much content to include on each slide. A storyboard for a presentation might include:

- slide headings or titles
- **text** to be included on the slides
- sketches of images (such as photos and scanned drawings) or text boxes with descriptions of images
- ideas for **graphical elements** (such as diagrams, tables, charts and shapes)
- timings – how long you will spend showing each slide.

Navigation design

Storyboards often follow a linear sequence. This means that they go through the presentation slide by slide. However, presentation software also offers navigational tools such as buttons and **hyperlinks** so you can:

- return to the start slide
- move forwards or backwards
- jump to the final slide
- link to an external document or web page.

If you want to include **navigation** in your presentation, remember to include it in your storyboard design.



Real-world advice

A good presentation includes a range of different types of information to keep the audience interested and to inform them in different ways. You can choose from text, images, graphs and charts, tables, and sound and video clips. It's a good idea to plan what you will include at the storyboard stage.

Further investigation

- Look at some examples of storyboards online. What information do they include? Do they include any additional information that you could use?
- Look at the extra features section of a DVD or Blu-ray movie. Think about what the storyboard used to plan this section might have looked like.
- Research some of the common graphical symbols used for navigation buttons in presentations.

Success criteria

- I understand the importance of planning a project.
- I can describe the key elements of a storyboard.
- I can create my own storyboard for a project, which includes all the key elements.

Internet research

Related topics

- The internet and the WWW
- Security and privacy
- The legal impact of technology

Key words

content
copyright
download

judge
key word
reliable
resource
save

search engine
search term
source
web browser

Learning objectives

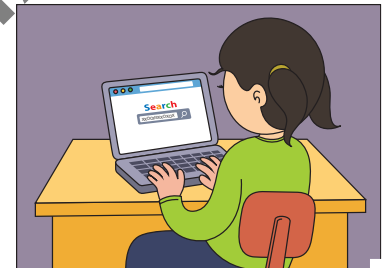
1. Safely search the internet for text, images and downloadable content.
2. Understand the importance of carefully judging online sources.
3. Develop an awareness of copyright.

Searching using key words

A **search engine** is a website designed to search other websites according to the **search terms** entered. The search engine provides a list of websites that fit the search terms.

Search engines are designed to respond to **key words** or short phrases. Think about the following when you carry out a search.

- Be as specific as possible. Include additional words to narrow down a search. For example, 'internet safety students UK 2021' should provide more useful results than 'internet tips'.
- Look out for key words with more than one meaning (e.g. 'date') or words that are also brand names (e.g. 'apple'). Again, additional words will narrow down the search.



Using an advanced search

Many search engines offer an advanced search, which provides additional search options such as:

- focusing on a particular document type
- looking within a particular time period
- listing terms that you do not want to include.

Real-world examples

There are dozens of search engines, all of which can be accessed using your **web browser**. Some are international and some are designed for a particular geographical area. Popular search engines include Google, Microsoft Bing, Yahoo! and DuckDuckGo.

How to judge search engine results

Here are some tips for how to **judge** which search engine results might be the most **reliable**.

- The first few links are often advertisements – these companies have paid to be displayed first.
- Shopping sites that are selling products linked to your search often appear high on the list.
- Who is the author of the web page? Is the page produced by an organisation you have heard of or is it an individual's blog page? An individual's opinion might be biased.

- How relevant is the website? Remember that key words can have more than one meaning.
- How old is the website? Check when the web page was updated to make sure it contains the latest information available.

Online copyright

Copyright is the legal right of the owner of original **content** posted online or published in any form of media. Content is anything that you include in your work. It might include:

- written work, also called text or copy
- photographs or graphical images
- music, video and animation
- games
- apps.



Copyright laws protect the creators of original content and state the rules for using it. When you are searching for any **resource** to use in a presentation or any other project, be aware of copyright. Look for content that is freely available to use. It should clearly be stated that the author or owner has given permission for people to use the content. You will learn more about copyright in Unit 2.

Saving content and recording sources

You can **save** online content for your presentation in the following ways.

- Use a bookmark to record the website address, so you can return to the page later.
- Copy text from the internet and paste it into a presentation document.
- Copy an image, usually by right-clicking on it, and save it to your computer. You can then insert the image into your presentation.
- It is often difficult to **download** or save an online video, but you can link directly to the video by copying the website address.
- It is good practice to add a small text note crediting the copyright owner of content that you use. You can also list your **sources** at the end of your presentation.

Real-world advice

Copyright laws are designed to protect the author from others stealing their original ideas and making money from them. While you are a school student, the laws might not apply to your classroom project, but it is important to be aware of them.

Further investigation

- Compare two or three popular search engines. Carry out the same search using each search engine. How are they similar and how do they differ?
- Research websites that provide material that is licensed for free use.
- Owners of copyright material often give permission for people to use the material. Find out how you could ask for permission to use copyright material.

Success criteria

- I can search for relevant information online.
- I understand the importance of judging online content.
- I understand that content online is usually protected by copyright.

Building a presentation

Related topics

- Designing digital documents
- Designing for an audience
- Presentation tools and functionality

Key words

consistent

format

functionality

graphic

house style

insert

layout

slide

template

text box

theme

Learning objectives

1. Create a presentation based on a storyboard design.
2. Become familiar with common presentation software packages.
3. Know how to combine original content and imported online research.

Setting up a presentation

When you are creating a new presentation, look for the following key tools and **functionality**.

- **Insert slide:** used to add screens to your presentation.
- **Layout or format:** used to choose a **template** for positioning text and images.

A presentation template is a predesigned set of slides that have been designed around a **theme**, and content can be quickly dropped into placeholders. Themes might be based around schoolwork, hobbies or business.

- Insert text or **text box:** used to add original or saved text.
- Insert image or **graphic:** used to insert a saved or downloaded image file or to create an original graphic.

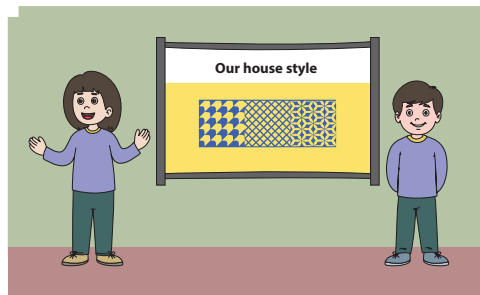


Real-world examples

There are a number of presentation software packages available. You can use them in similar ways to create presentations. The choice of software depends on what is available to you and the cost. Common examples include:

- Microsoft PowerPoint
- OpenOffice Impress
- Google Slides
- Apple Keynote.

The importance of house style



When you create a presentation, you can either use one of the built-in design themes or make your own design choices. The overall design of your presentation is called the **house style**. This is a set of rules that defines the look of the presentation, including:

- fonts and text sizes for headings and text
- colour of slides and background choices
- the style of images and graphics used
- a **consistent** layout from slide to slide.

Once you have decided on the rules of your house style, you need to apply them consistently across the whole presentation. This will make your presentation look stylish and professional.

Meeting the needs of the target audience

On page 12 we considered the importance of a target audience. While you are creating your presentation, keep referring to both your storyboard plan and the original brief. Make sure you ask yourself these questions about your work.

- Am I using language that is suitable for the target audience?
- Have I chosen images that will appeal to the audience and that illustrate the content?
- Have I chosen a user-friendly layout?



Real-world advice

While you are creating a presentation, try to show your design choices and content to your classmates and, if possible, the target audience. Ask them for their feedback and use their comments to help improve your presentation.

Further investigation

- Apache OpenOffice Impress is an example of free open-source presentation software. How does it compare with a commercial product, such as Microsoft PowerPoint? What is the same and what is different?
- The built-in design themes for a presentation often look good, but they may not be completely suited to your topic and your audience. Think about how you can create your own house style.
- You need to make sure you don't break any copyright rules. Try taking some original photographs or creating your own original graphics rather than using online content.

Success criteria

- I can create a suitable presentation for a specific audience.
- I can combine original content with downloaded content.
- I am familiar with key presentation software tools and functions.
- I understand the importance of house style and slide layout.

Unit 1 Mid-unit assessment

Typical 4-mark exam question

You are a member of a school club called 'Safe Surfers'. The club members have asked you to give some advice to new members on how to stay safe while having fun on the internet.

Describe the advice you would give to the new members. Include at least two things they should do and two things they should not do.



Safe surfers

Dos

Don'ts

Specimen 4-mark answer

When you are surfing online, make sure you look out for fake websites that may be spreading fake news. Also be respectful to people you talk with, even if you don't know them. Don't ever spread false rumours about people and don't say anything you wouldn't to someone in the real world. Also don't go on any website without permission from your parent or guardian.



What good things can we see in this answer?

1. At least two dos and don'ts have been included.
2. Including more than two examples of each is a good idea if you are not sure about one of your examples.
3. The sentences are well written.
4. The author has used the up-to-date term fake news.
5. There are no spelling mistakes.



Which parts of the answer could be better?

1. Using the term surfing online is a little vague. Try to use specific terminology or examples.
2. There is a lack of computing terminology.
3. The sentence on being respectful to people doesn't say which people or where you might be 'talking' with them.
4. The last sentence doesn't explain why you shouldn't go on any website without permission.



How can we improve this answer?

1. Instead of surfing online, use more specific terms, such as internet searching or using a web browser.
2. Explain phrases such as fake websites and fake news to the reader.
3. Mention examples of using the internet, such as social media, online gaming or online shopping.
4. Give an example of the types of website that you might need permission to visit, such as an age-restricted site or a social media account.
5. You could split the answer into two sections, so it is clear to the reader which are the things they should do and which are the things they should not do.

Presentation interactivity

Related topics

- Embedding internet content
- Internet research

Key words

animation
buttons

embed

interactivity

multimedia

navigation

transitions

video

Learning objectives

1. Understand how to add interactivity to a presentation.
2. Know how to select and add relevant multimedia elements to a presentation.
3. Understand how to use animation and transitions to enhance a presentation.

Creating a multimedia presentation

Unlike a word-processed document or poster, a presentation can contain **multimedia** elements. Multimedia means using different ways to communicate information. For example, you can add:

- video
- animation
- sound files: voice recordings, music or sound effects.

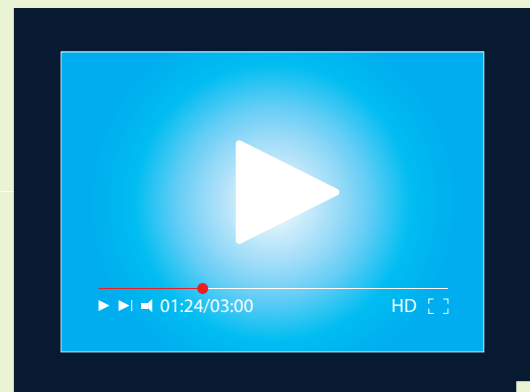
Using multimedia will help to make your presentation more interesting and memorable for the audience.



Real-world examples

Presentation software packages offer a limited range of multimedia effects that you can include in your slides. There is also a wide range of online multimedia content available that you can add to your presentations. Here are some examples.

- Video-sharing sites such as YouTube allow you to **embed** a **video** into a slide using a block of code. This is not a downloaded copy of the video, but a window that displays the online video as a live feed from the original website.
- Some presentation packages allow you to create a sound recording to add to a slide.
- There are many websites offering free sound effects that you can download and add to a presentation.





Animation and transitions

Most presentation packages offer these functions.

- **Animation:** Animation is usually a visual effect that you can apply to any object or text within a presentation. For example, an image may float into the slide, or text might appear and disappear one line at a time.
- **Transitions:** These are effects used to move from one slide to the next, such as fading out, dissolving or pattern effects.

Tips for using animation and transitions

Here are some tips for enhancing your presentation.

Do... 	Don't... 
Use animation to draw attention to key images or short pieces of text.	Make objects fly around the screen.
Use transitions to add visual interest.	Use animations and transitions that will distract your audience from important text.
Use the same type of transitions consistently across the presentation.	Add sound effects that will distract attention from the presenter.
Think about using fades instead of too many effects.	Use very long animations that will slow down the presentation.

Real-world advice

You can combine all the elements discussed so far to create a presentation that grabs the attention of the viewer and guides them through the key information you have included. A successful presentation will combine:

- interesting, well-researched content
- eye-catching images
- embedded, relevant videos or links to videos
- subtle animation and transitions
- **interactivity**, for example, **navigation buttons** to move forwards, backwards or return to the start.



Further investigation

- How can you combine navigation buttons with animation or transitions?
- You can embed videos in a presentation. Are there any other elements that you can embed?

Success criteria

- I can add effective animation and transitions to a presentation.
- I can add multimedia content to a presentation.
- I understand the importance of considering the target audience when adding multimedia content.

The importance of passwords

Related topics

- The internet and the WWW
- Security and privacy
- The legal impact of technology
- Social media

Key words

biometric
characters
password

personal data

strong

weak

Learning objectives

1. Understand why we need passwords when we are working online.
2. Understand what makes strong and weak passwords.
3. Know how to create a suitable password for a given situation.

What is a password?

A **password** is a sequence of letters, numbers and other **characters** that allows the owner of the password to access a particular system. We should not share our passwords or choose passwords that someone else could easily guess.

Why do we need passwords?

As more data about our lives is stored in online systems, we need to be able to access these systems securely. **Personal data** stored online can be very valuable to criminals and we need to be confident that only we can access it. Data stored online often includes:

- personal data, such as where we live and work
- information about our medical history
- our shopping habits
- banking information
- our social media activity.

Real-world examples

Think about a young adult who has just started their first full-time, office-based job. As part of their daily life, they will need to use passwords and passcodes in a number of different situations, including:

- using smartphones, tablets and devices
- accessing personal and work email
- using Wi-Fi passwords
- using security keypads in the office building
- accessing the computer system at work
- using online shopping
- accessing social media.



Password advice

Follow these rules to create a **strong** password. They will prevent someone else from guessing your password. A **weak** password is one that is easy to guess.

- Use at least eight different characters.
- Mix upper-case and lower-case letters.
- Include numbers.
- Include special characters, such as \$ and #.



Real-world advice

Do... ✓	Don't... ✗
Try to make the combination of letters, numbers and other characters in your passwords as random as possible.	Include any personal information, such as names, birthdays or pets' names.
Change your password every few months.	Tell anyone else your password, except for your parent or guardian.
Make up phrases to help you remember your password.	Use the same password for more than one website, app or game.

Alternatives to passwords

Technology has provided alternatives to passwords, including **biometric** data. These systems are already being used in many of the devices we use. They include:

- face identification – scans the unique features of our face
- fingerprint scanning – scans our unique fingerprints
- iris or retina identification – scans our unique eye patterns.

These methods avoid the problems of forgetting and having to reset passwords. They are also quicker than typing in a password.

Further investigation

- Find out about password-manager apps, which generate and store multiple passwords.
- Find out about biometric-data systems that could be used in the future.

Success criteria

- I understand the importance of using passwords.
- I can create a strong password.

Evaluating a presentation

Related topics

- Designing digital artifacts
- Designing for an audience
- Presentation tools and functionality

Key words

checklist
evaluate

evaluation
peer feedback
self-assess

Learning objectives

1. Understand the importance of evaluating digital products.
2. Understand the key elements of an evaluation.
3. Know how to self-assess your own work against a checklist.

Why do we evaluate products?

It is difficult to get a product right the first time. We try something, we look at the results and we think about what we did. Then we try again and, by learning from our experiences, we get better. This applies to every type of product, whether it is physical or digital.

What is an evaluation?

The process of **evaluation** is the same for every product. We look back at the original project brief and **self-assess** by asking ourselves these questions.

- What went well in my design?
- What elements haven't worked as well as I hoped?
- How could I improve the design now?

Peer feedback is the process of asking those around you to comment on your work. Peers are those around you of a similar age and working on similar things. The term applies at any age or in any occupation.

Real-world examples



Examples of ongoing evaluations can be seen all around us.

Smartphone manufacturers release new versions every year with improvements.

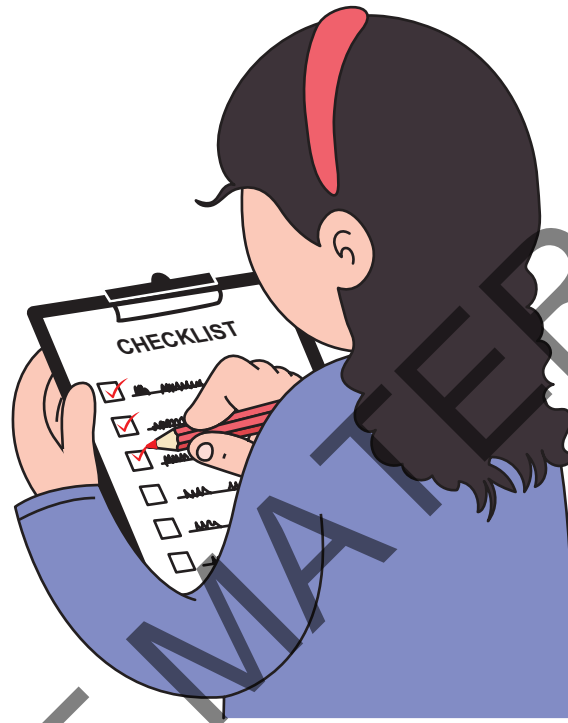
The creators of apps and console games provide updates to fix earlier problems.

Businesses carry out surveys to find out how they can improve their products and services.

Writing a checklist

On page 12 we looked at how to analyse a project brief in order to create a presentation for a specific target audience. You need to use the important parts of the brief to help you write an evaluation **checklist**. One way to write a checklist is in the form of questions, such as the following.

- Have I included all the content in the brief?
- Will the presentation appeal to the target audience?
- Is the language suitable for the target audience?
- Are the images and graphics appropriate?
- Are there any spelling or grammar mistakes?
- What does the target audience think of the presentation?
- What improvements could I make?
- How could I make these improvements?



Improving work based on feedback and self-assessment

Look at the information you collected during your evaluation and consider these questions.

- What elements of your checklist did you fail to meet?
- What feedback did you get from your target audience?
- What do your classmates think of your work?
- Are there any other improvements you can think of?

Q Further investigation

- Consider other pieces of work you have created. Can you write a checklist to help you improve them?
- Choose a popular technological product to research. How has the product developed over the years? What sort of evaluation do you think the manufacturers have carried out on this product?

★ Success criteria

- I understand the importance of evaluating my work.
- I can create a checklist to help me **evaluate** a product.
- I can improve a piece of work using feedback from others and my own self-assessment.

Adapting a presentation for a new audience

Related topics

- Evaluating digital artifacts
- Designing digital artifacts
- Designing for an audience
- Presentation tools and functionality

Key words

adapt
annotate
evidence

Learning objectives

1. Understand why we may need to adapt our work.
2. Know how to adapt a piece of work for a new audience.
3. Know how to provide evidence that work has been adapted.

Why might we need to adapt a presentation?

There are occasions when we need to **adapt** a product or piece of work. Reasons might include any of the following.

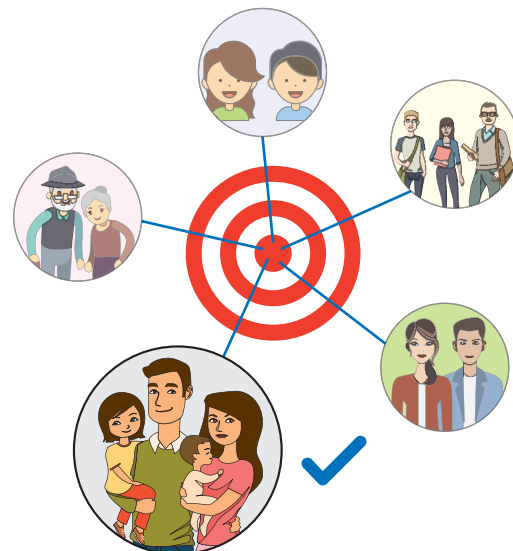
- A new target audience has been identified.
- The language or images used are no longer suitable.
- The content is outdated.
- We need to include new technology.
- User feedback suggests that we need new content or other changes.

Changing the target audience

Organisations and businesses often need to adapt their products. In the same way, you might need to adapt your presentation to meet the needs of a new target audience.

For example, your presentation might be very successful with your target audience of your classmates. Now your teacher wants you to adapt it to show to an audience of parents and guardians. To adapt your presentation for an older audience, you might make some of these changes.

- You could use more complex language.
- You could add more text, in a smaller font size.
- Images could be updated to be more appropriate for the older age group.



- You might decide to use a different house style – for example, more subtle colours instead of bright colours.
- The animation and transitions that you chose to grab the attention of a younger audience might need to be changed.
- Links to external websites or videos could be updated to link to more complex or detailed content.

Real-world examples

Here are some examples of where a product might be adapted for a new audience.

- Marketing material for a TV programme or movie may change during its development.
- A product may be unsuccessful for one audience and relaunched to appeal to a new audience.
- A games developer might want to adapt a game that is popular with children to make a version for adults.

How to provide evidence of adapted work

When you are adapting a piece of work, you must not simply replace your original work. You should provide **evidence** of the changes you make so that someone else can see what you have done.

- List all the elements that you need to adapt, such as: text, images, design, layout.
- Print and **annotate** your work, describing how you will change each element and why.
- Research and save the new content that you want to include.
- Save a copy of your original presentation with a new filename, so you can edit slides with the changes you want to make.

Evaluating an adapted piece of work

In the previous lesson we looked at self-assessment and collected feedback. When businesses update their products, they carry out this process many times in order to make sure that the product continues to meet the needs of the users. In the same way, you need to evaluate your adapted work to make sure it meets the needs of the new target audience.



Further investigation

- The system life cycle is the process of continuously analysing, evaluating and updating a product to meet the needs of the users. Find out more about the system life cycle.
- Think about other projects and pieces of work you have done. Who was the target audience for each project? Could you adapt each piece of work for a completely different audience?

Success criteria

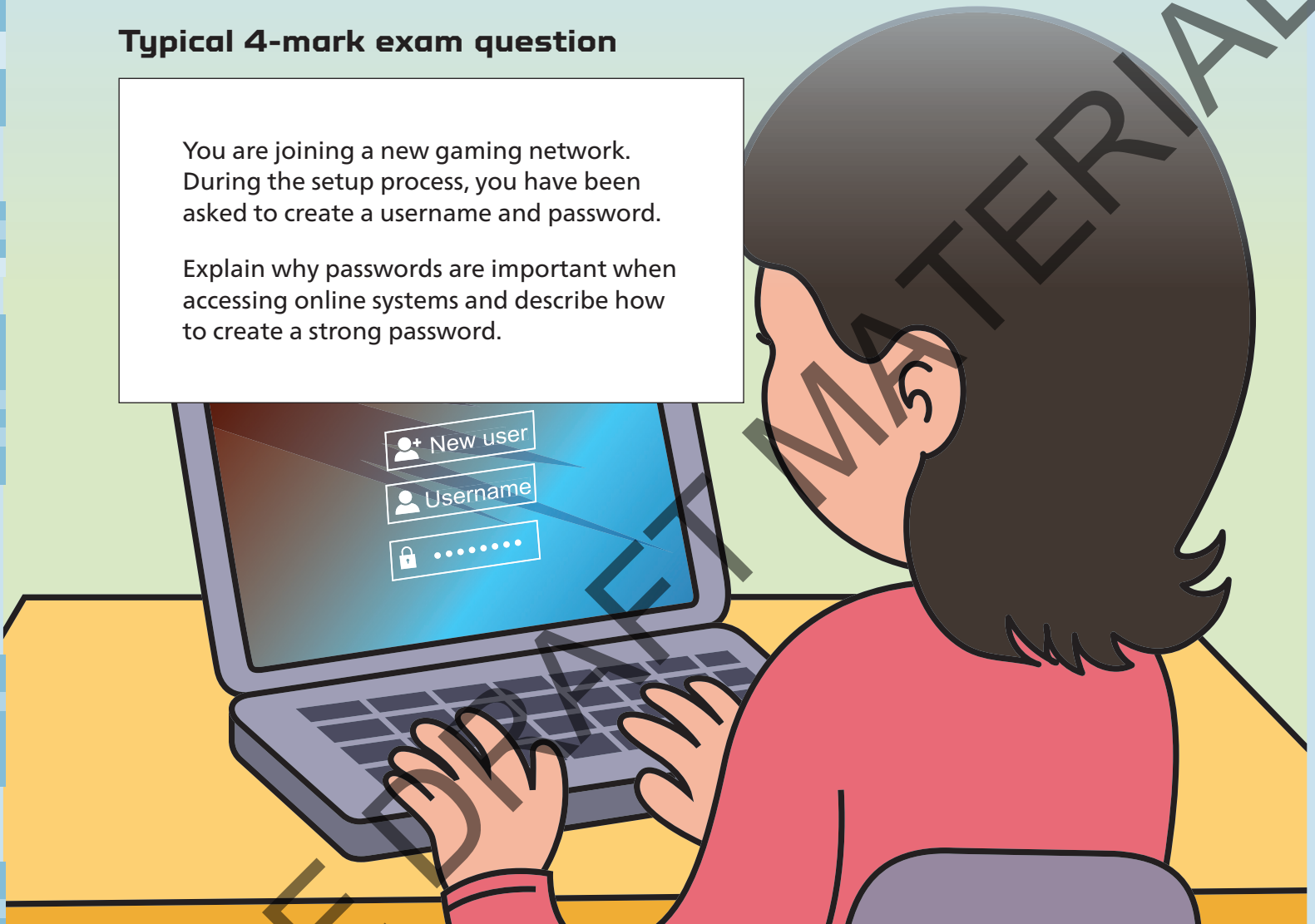
- I know why a presentation might need to be adapted.
- I can adapt a presentation to meet the needs of a new audience.
- I can provide evidence of the changes that I have made and explain why I made them.

Unit 1 End-of-unit assessment

Typical 4-mark exam question

You are joining a new gaming network. During the setup process, you have been asked to create a username and password.

Explain why passwords are important when accessing online systems and describe how to create a strong password.



Specimen 4-mark answer

Passwords are important because they keep your information private and allow access to websites that offer banking, social media and gaming. Without passwords, other users would be able to see your data, which can lead to cybercrime.

To create a strong password, you should use more than eight different characters, mix up upper-case and lower-case letters and not use any real words.

**What good things can we see in this answer?**

1. There are good examples of uses of passwords and what could happen without passwords.
2. The answer mentions cybercrime as a possible problem.
3. Three tips for creating a strong password have been provided.

**Which parts of the answer could be better?**

1. The examples given are simply listed and there is no mention that they all include personal information.
2. The link between data access and cybercrime hasn't been explained.
3. The advice on creating a strong password only mentions letters. It doesn't mention numbers or special characters.

**How can we improve this answer?**

1. Explain in more detail how a password is used in combination with a username.
2. Include a brief explanation of how criminals can use passwords to access and steal personal information.
3. Suggest including special characters in a strong password.
4. Include an example of a strong password, such as 3ftr&XU3827.

**End-of-unit checklist**

- ☐ I know what the internet is.
- ☐ I know what the WWW is.
- ☐ I know what a fake or spoof website is and how to recognise one.
- ☐ I know why it is important to be responsible online.
- ☐ I know how to stay safe online.
- ☐ I know what to do if I have any concerns or worries when using the internet.
- ☐ I can analyse a brief for a presentation.
- ☐ I understand the term target audience.
- ☐ I can describe the key elements of a presentation.
- ☐ I can create a storyboard for a presentation.
- ☐ I can carry out responsible internet searches.
- ☐ I know what the term copyright means.
- ☐ I know how to record and save online content to use in my work.
- ☐ I can create a presentation suitable for a specific audience.
- ☐ I can use tools to improve the layout and appearance of my work.
- ☐ I can apply a house style to a presentation.
- ☐ I can add multimedia elements to a presentation.
- ☐ I can use animation and transitions to enhance my work.
- ☐ I understand the importance of passwords.
- ☐ I can create a strong password.
- ☐ I can create a checklist to evaluate my own work.
- ☐ I can adapt a presentation to meet the needs of a new audience.