Topic 7 Using Personal Computers to Make Computer Presentations

Student:

Marking Schedule

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Topic 7 Using Personal Computers to Make Computer Presentations

Marking Schedule			Marking Schedule		
Activity	Marking	Section Totals	Activity	Marking	Section Totals
Presentation Planning		(18 marks)	Presentation Planning		(18 marks)
Description of topic	2	` /	Description of topic	2	, ,
Reference information source	2		Reference information source	2	
Description of target audience	2		Description of target audience	2	
Identification of technology	2		Identification of technology	2	
Sketch plans of computer screens			Sketch plans of computer screens		
 Consistent with design goals 	2		□ Consistent with design goals	2	
☐ Indicates flow between screens	2		☐ Indicates flow between screens	2	
☐ Indicates presentation elements to be used	4		☐ Indicates presentation elements to be used	4	
☐ Draws logical conclusions to presentation	2		□ Draws logical conclusions to presentation	2	
Presentation is	_	(10 marks)	Presentation is	_	(10 marks)
Consistent with its design	1	(10 mains)	Consistent with its design	1	(10 11101)
Correctly edited	2		Correctly edited	2	
Suitably formatted	2		Suitably formatted	2	
Relevant	2		Relevant	2	
Well organised	2		Well organised	2	
Meets its design plan	1		Meets its design plan	1	
Presentation Development	I	(24 marks)	Presentation Development	ı	(24 marks)
Correct use of <title> tag</td><td>2</td><td>(24 IIIai N3)</td><td>Correct use of <TITLE> tag</td><td>2</td><td>(24 IIIai NS)</td></tr><tr><td>Correct use of <BODY> tag</td><td>2</td><td></td><td>Correct use of <BODY> tag</td><td>2</td><td></td></tr><tr><td>Evidence of animation sequences</td><td>2</td><td></td><td>Evidence of animation sequences</td><td>2</td><td></td></tr><tr><th></th><th></th><th></th><th></th><th></th><th></th></tr><tr><td>Logical progression between pages</td><td>40</td><td></td><td>Logical progression between pages</td><td>40</td><td></td></tr><tr><td>☐ Clear evidence</td><td>10</td><td></td><td>☐ Clear evidence</td><td>10</td><td></td></tr><tr><td>□ Some evidence of logic flow</td><td>3</td><td></td><td>□ Some evidence of logic flow</td><td>3</td><td></td></tr><tr><td>□ No evidence of logic flow</td><td>0</td><td></td><td>□ No evidence of logic flow</td><td>0</td><td></td></tr><tr><td>Graphics Elements</td><td></td><td></td><td>Graphics Elements</td><td></td><td></td></tr><tr><td>□ Consistent with presentation</td><td>3</td><td></td><td>Consistent with presentation</td><td>3</td><td></td></tr><tr><td>□ Inconsistent with presentation</td><td>0</td><td></td><td>☐ Inconsistent with presentation</td><td>0</td><td></td></tr><tr><td>Independent Exploration of Topic</td><td></td><td></td><td>Independent Exploration of Topic</td><td></td><td></td></tr><tr><td>☐ Consistent links within presentation</td><td>5</td><td></td><td> Consistent links within presentation </td><td>5</td><td></td></tr><tr><td> Inconsistent links within presentation </td><td>3</td><td></td><td> Inconsistent links within presentation </td><td>3</td><td></td></tr><tr><td>Fewer than 10 internal links (independent of</td><td>0</td><td></td><td>Fewer than 10 internal links (independent of</td><td>0</td><td></td></tr><tr><td>navigational links)</td><td></td><td></td><td>navigational links)</td><td></td><td></td></tr><tr><td>Delivery of Message</td><td></td><td>(2 marks)</td><td>Delivery of Message</td><td></td><td>(2 marks)</td></tr><tr><td></td><td></td><td>(z marks)</td><td>Delivery of Message</td><td></td><td>(Z marks)</td></tr><tr><td>Test audience: comprehends</td><td>2</td><td></td><td>Test audience: comprehends</td><td>2</td><td></td></tr><tr><td>some understanding</td><td>1</td><td></td><td>some understanding</td><td>1</td><td></td></tr><tr><td>is perplexed</td><td>0</td><td></td><td>is perplexed</td><td>0</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Total</td><td></td><td>(54 marks)</td><td>Total</td><td></td><td>(54 marks)</td></tr></tbody></table></title>					