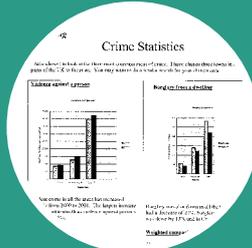
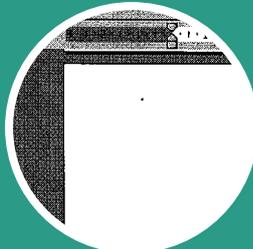


I found needed



Notes for Guidance



Crime Stat  
Aim:  
As part of my so  
the 3 cities (Fr...



First published in 2004

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Qualifications and Curriculum Authority  
83 Piccadilly  
London W1J 8QA

[www.qca.org.uk/](http://www.qca.org.uk/)

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# Foreword

Key skills are for everyone, from learners in the workplace to chief executives in large companies. They are the skills most commonly needed for success in education, training, work and life in general. The six key skills are:

- application of number
- communication
- improving own learning and performance
- information technology
- problem solving
- working with others.

In developing key skills, people improve the quality of their learning as well as their performance in the world of work.

When QCA completed its review of the key skills qualifications and units, it was clear that there was a need for examples of key skills portfolios. We have now produced example portfolios in application of number, communication and information technology. Example portfolios for improving own learning and performance, working with others and problem solving are being developed.

The example portfolios provide practical guidance on organising and referencing portfolio evidence, and on the kind and amount of evidence required. They are intended, along with the publication *The key skills qualifications specifications and guidance*, to help assessors interpret the key skills. They are based on the September 2000 key skills and show real work from real candidates. Their production is supported by the key skills awarding bodies.



Ken Boston AO  
Chief Executive



# Overview

The key skills awarding bodies and the regulatory authorities (QCA, ACCAC and CCEA) have produced this example portfolio as a result of a collaborative project. The purpose of the project was to produce a set of portfolios that would give practitioners a clear understanding of the requirements for key skills portfolios. There are portfolios for the following key skills and levels:

- application of number, levels 1 to 3
- communication, levels 1 to 3
- information technology (IT), levels 1 to 3.

The project group selected a range of learning and vocational contexts to show application of the skills across the nine portfolios. While a specific context may not be directly relevant to all sectors, the principles of approach, recording and assessment apply, and should prove useful to all.

Key skills chief moderators for the awarding bodies have met and scrutinised the portfolios. They agree that the portfolios meet the specifications for the key skills qualifications. QCA chaired and facilitated the meetings.

These portfolios went through an internal assessment by a centre and then an external verification/moderation process by the centre's awarding body. Each of them met the standard and received a pass. They should be viewed as such, not as perfect examples of work.

You will see that improvements could be made to the portfolios. For example, evidence could be more effectively or logically presented. However, room for improvement is to be expected: candidates develop skills over time, reflecting and progressing as they do so. Key skills are free-standing qualifications open to everyone at any age. This means that portfolios of evidence are created in a range of academic, occupational and vocational contexts.

Also included in the portfolios are:

- record sheets that make the feedback and assessment decisions clear;
- commentaries that outline some of the issues and describe the context in which the candidate gathered the evidence. The commentaries were written by chief moderators involved in the project group.

Some of these portfolios have been created from more than one portfolio. Some have been reworked to avoid 'benefit of the doubt' situations. The record sheets have been rewritten to make decisions clearer to the reader. During the copying process, some loss of clarity may have occurred, especially in images that were originally in colour.

These example portfolios should be read with reference to *The key skills qualifications specifications and guidance* (QCA, 2002), which provides advice and guidance on the assessment of key skills.

QCA and the key skills moderators and external verifiers would like to acknowledge the valuable contribution of centres and students in the production of these materials.

# Commentary

This candidate is a member of staff who has used the creation of a booklet, A Guide to France, for a class going on a trip for the first purpose and research for a sociology course for the second purpose. For both purposes the candidate has provided a plan that clearly states the purpose and the intended audience.

## ***Purpose 1 – Guide to France***

### ***IT 3.1***

A plan at the front of the evidence clearly identifies possible sources of information. How the information will be used is indicated on the sketch of the booklet layout showing intended content.

Screen shots showing the results of searches provide evidence of IT sources; copies of Notes for Guidance and an extract from a guidebook are evidence of non-IT sources.

### ***IT 3.2***

Style sheets and an automated contents sheet are both automated routines appropriate for level 3 IT.

An annotated draft of the booklet shows development of the new information derived from the research. The use of VLOOKUP on the spreadsheet for calculating possible day trips is further evidence of automated routines and the type of formula expected at this level. The three trip plans A, B and C are evidence of exploring information.

Screen shots of e-mail messages and a statement by the candidate provide evidence of an exchange of information.

### ***IT 3.3***

The final version of the booklet combines text, images and number.

## ***Purpose 2 – An article on crime statistics in three cities***

### ***IT 3.1***

The plan at the front of the evidence describes how the candidate intends to locate and use the information needed.

Screen shots with statements from the candidate show effective searching and selection.

### ***IT 3.2***

Data has been downloaded into one package, exported into another and filtered for relevant information providing an abundance of evidence to explore and develop. New information has been created by creating a calculated field showing the percentage difference between the two years and the production of several comparative bar charts.

A note by the candidate explains the exchange of information with another student.

### ***IT 3.3***

The article is presented in its final form and in the development stage with annotations and feedback from the assessor suggesting refinements. Text and images have been combined in the article that is formatted into two columns.

## INFORMATION TECHNOLOGY LEVEL 3 ASSESSMENT CHECKLIST

<p><b>You must:</b> <b>IT3.1</b> Plan and use different sources to search for, and select, information required for <b>two</b> different purposes.</p>	<p><b>IT3.2</b> Explore, develop and exchange information, and derive new information, to meet <b>two</b> different purposes.</p>	<p><b>IT3.3</b> Present information from different sources for <b>two</b> different purposes and audiences.  Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.</p>
<p><b>Your evidence must show you can:</b> <b>3.1.1</b> Plan how to obtain and use the information required to meet the purpose of your activity; and <b>3.1.2</b> choose appropriate sources and techniques for finding information and carry out effective searches; and <b>3.1.3</b> make selections based on judgements of relevance and quality.</p>	<p><b>3.2.1</b> Enter and bring together information in a consistent form, using automated routines where appropriate; and <b>3.2.2</b> create and use appropriate structures and procedures to explore and develop information and derive new information; and <b>3.2.3</b> use effective methods of exchanging information to support your purpose.</p>	<p><b>3.3.1</b> Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and <b>3.3.2</b> present information effectively, using a format and style that suits your purpose and audience; and <b>3.3.3</b> ensure your work is accurate and makes sense.</p>

### LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	IT3.1			IT3.2			IT3.3		
		1	2	3	1	2	3	1	2	3
7–8	French exchange guide – plan of initial ideas and sketch of layout	x	x							
9–14	Final draft of booklet				x	x		x	x	x
15	Spreadsheet of possible day trips and data sets imported from the internet				x	x				
16–19	Draft of booklet				x	x		x		
20	Screen shot of searches on Google		x	x						
21	Results of searches			x	x					
22–23	Initial sources of information	x	x							
24–25	Style sheets, e-mail re contents page				x	x	x	x		
26	Crime statistics plan	x								
27–28	Internet research		x							
29	Finding and developing research			x	x					
30	Bringing together and developing				x	x				
31	Filtering the query				x	x				
32	Developing and presenting tables					x		x	x	
33, 34	Developing and presenting charts					x		x	x	
35, 36	Developing the final presentation							x	x	
37	Crime statistics final report							x	x	x

**INFORMATION TECHNOLOGY LEVEL 3  
LOCATION OF EVIDENCE**

Indicate the location of evidence of the following:

Purpose 1	Text	Image	Number
	11, 15	11	15
Purpose 2	Text	Image	Number
	27, 33	27	33

**Assessor Declaration:** I confirm that the details above are correct and that the evidence submitted is the candidate's own work and the candidate meets all the requirements for certification of this key skill.

Assessor Name: An Assessor

Candidate Name: A Candidate

Assessor Signature: An Assessor

Candidate Signature: A Candidate

Date: June 2001

Date: June '01

**INFORMATION TECHNOLOGY LEVEL 3  
ASSESSMENT RECORD**

IT3.1 Plan and use different sources to search for, and select, information required for two different purposes.

<p><b>What was the subject and purpose of the task?</b></p> <p>Purpose 1: Creation of a guidebook for students going to France Purpose 2: An article on crime statistics in three UK cities</p>	<p><b>Supplementary evidence (if included):</b></p>
---	---

Did the candidate...	(tick)	Comments and examples
Plan how to obtain and use the information required to meet the purpose of their activity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Your list of ideas for research shows where you plan to obtain the information and a rough sketch and notes illustrate your initial plan for the layout.</i>
Choose appropriate sources and techniques for finding information and carry out effective searches?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Screen shots of web search results and extracts from relevant websites indicate effective search and selection techniques. The 'Notes for Guidance' and Paris guide provide examples of non-IT sources.</i>
Make selections based on judgements of relevance and quality?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Did the candidate...	(tick)	Comments and examples
Plan how to obtain and use the information required to meet the purpose of their activity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have provided a clear plan of how you intend to use the internet and non-IT sources to gather your information.</i>
Choose appropriate sources and techniques for finding information and carry out effective searches?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Your plan of how you intend to use the information is supported by annotated screen shots of your search results.</i>
Make selections based on judgements of relevance and quality?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Assessor Name: <u>An Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>An Assessor</u>	Candidate Signature: <u>A Candidate</u>
Date: <u>June 2001</u>	Date: <u>June '01</u>

**INFORMATION TECHNOLOGY LEVEL 3  
ASSESSMENT RECORD**

IT3.2 Explore, develop and exchange information, and derive new information, to meet two different purposes.

<p><b>What was the subject and purpose of the task?</b></p> <p>Purpose 1: Creation of a guidebook for students going to France</p> <p>Purpose 2: An article on crime statistics in three UK cities</p>	<p><b>Supplementary evidence (if included):</b></p>
--	---

Did the candidate...	(tick)	Comments and examples
Enter and bring together information in a consistent form, using automated routines where appropriate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have made use of several automated routines, including style sheets, a contents sheet and the VLOOKUP function on your spreadsheet.</i>
Create and use appropriate structures and procedures to explore and develop information and derive new information?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have explored various layout options and taken the advice of others via an exchange of e-mail messages. Your annotated drafts of the booklet show the development of new information.</i>
Use effective methods of exchanging information to support their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Did the candidate...	(tick)	Comments and examples
Enter and bring together information in a consistent form, using automated routines where appropriate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>You have used a range of automated spreadsheets and database functions to select, filter and organise the data you extracted from the various websites.</i>
Create and use appropriate structures and procedures to explore and develop information and derive new information?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Your own calculation of the percentage difference created new information, and working collaboratively with a fellow student provided evidence of an exchange of information.</i>
Use effective methods of exchanging information to support their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Assessor Name: <u>An Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>An Assessor</u>	Candidate Signature: <u>A Candidate</u>
Date: <u>June 2001</u>	Date: <u>June '01</u>

### INFORMATION TECHNOLOGY LEVEL 3 ASSESSMENT RECORD

IT3.3 Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.

<p><b>What was the subject and purpose of the task?</b></p> <p>Purpose 1: Creation of a guidebook for students going to France</p> <p>Purpose 2: An article on crime statistics in three UK cities</p>	<p><b>Supplementary evidence (if included):</b></p>
--	---

Did the candidate...	(tick)	Comments and examples
Develop the structure and content of their presentation using the views of others, where appropriate, to guide refinements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>The contents sheet, as a result of an exchange of e-mail messages, shows you taking into account the views of others. The final, error-free booklet is presented in a style and language appropriate to the young people going on the trip.</i></p>
Present information effectively, using a format and style that suits their purpose and audience?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Ensure their work is accurate and makes sense?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Did the candidate...	(tick)	Comments and examples
Develop the structure and content of their presentation using the views of others, where appropriate, to guide refinements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Your draft versions of the report show suggestions for improvement and the final version is presented effectively in two columns.</i></p>
Present information effectively, using a format and style that suits their purpose and audience?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Ensure their work is accurate and makes sense?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Assessor Name: <u>An Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>An Assessor</u>	Candidate Signature: <u>A Candidate</u>
Date: <u>June 2001</u>	Date: <u>June '01</u>



Level 3

**You must:**

IT3.1 Plan and use different sources to search for, and select, information required for **two** different purposes.

**Your evidence must show you can:**

3.1.1 Plan how to obtain and use the information required to meet the purpose of your activity; and

3.1.2 choose appropriate sources and techniques for finding information and carry out effective searches.

A Candidate

**Aim:** In my project I intend to produce a word-processed guide for the class going on the exchange and investigate the cost of day trips.

**Plan:** Initial ideas for my IT level three portfolio.

**Visit to Louviers 2002**

Idea for research	How I could research it
Location of the exchange.	Use search engines on the Internet to find information and pictures that I could use to develop the project. Look in a travel agent for brochures and information. Use library and other sources to gather further information.
Places of interest in the town and surrounding area.	Similar sources as above.
Who will be going/who will they be staying with?	Letter given from college tutor and group?
Cost of exchange: travel costs, spending money (exchange rates for the Euro)	Letter given and other information from my tutor. Look in a travel agent for exchange rates.
Compare facilities/area to Weymouth	Possibly look in the Tourist Information for brochures/leaflets, compare with info gathered from net and other sources on Louviers.
Look in to public transport: costs, types etc.....	Search for information on internet. I could also look in travel guides.
Research day trips places of interest, costs (food, transport...) a map.	Could be found on the internet or from travel agents. Also I could look in the library for travel books or any other relevant books/magazines.

*ANA  
Jan/02*

**You must:**

IT3.1 Plan and use different sources to search for, and select, information required for **two** different purposes.

**Your evidence must show you can:**

3.1.1 Plan how to obtain and use the information required to meet the purpose of your activity; and

3.1.2 choose appropriate sources and techniques for finding information and carry out effective searches.

PLAN of bookler      Louviers France Visit

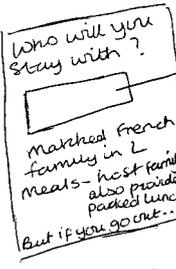
Sun 17<sup>th</sup> March - Sun 24<sup>th</sup> March

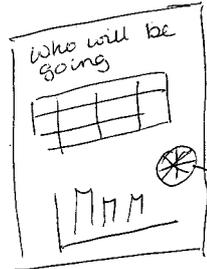
- Guide

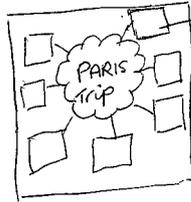
1 British pound = 1.62364 Euro

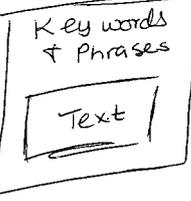
① Where is it? — text  
 — scan/import map(s)  
 — Buller Points — places of interest

② How to get there — Text  
 — or spending money  
 Euro exchange rate  
 spreadsheet  
 COST

③ Who will you stay with? — photo scan?  
 — Matched French family in L  
 Meats - host family also provides packed lunch  
 But if you go out....

④ Who will be going — Database? Table (registers)  
 — Graphs showing?

⑤ PARIS Trip — Txt images for sight seeing & travel  


⑥ Key words & Phrases — Border or image  


£150 inc - coach hire ferry travel + insurance

Level 3

You must:

- IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.
- IT3.3 Present information from different sources for **two** different purposes and audiences.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

Your evidence must show you can:

- 3.2.1 Enter and bring together information in a consistent form, using automated routines where appropriate; and
- 3.2.2 create and use appropriate structures and procedures to explore and develop information and derive new information; and
- 3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and
- 3.3.2 present information effectively, using a format and style that suits your purpose and audience; and
- 3.3.3 ensure your work is accurate and makes sense.

A Candidate

A GUIDE TO THE LOUVIERS TRIP

Contents

Where is Louviers?.....10

How will we get there?.....11

Cost!.....11

Who will you stay with?.....12

Paris Trip.....13

Key words and Phrases you might need.....14

**You must:**

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3.3.3 ensure your work is accurate and makes sense.

A Candidate

(Final Version)

### Where is Louviers?

Louviers is a town in the North of France. It is 100km from Paris and unlike Weymouth it is 100km from the sea. Below is a map showing Europe and where the exchange will be held.



Weymouth

Rouen is a nearby town to Louviers and will be the location of one of our trips. It is a lovely town and is good for shopping!



Louviers has 18664 inhabitants. It has quite a few places of interest which you may visit with your host family or with the college. I have picked out some things that you might enjoy:

- There is a town centre
- A cinema
- Parks and walks
- A swimming pool 'Piscine Plein de Soleil'
- The 'Drugsport' complex, which has a bowling alley, a skating rink, a cyber café, a squash court and a sauna spa!







Page 10

**You must:**

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3.3.2 present information effectively, using a format and style that suits your purpose and audience; and

3.3.3 ensure your work is accurate and makes sense.

A Candidate

### How will we get there?



We will be using coaches on both sides of the Channel for our travel. The cost of hiring the coaches is included in the price of the exchange. However, hiring the coaches in France is slightly more expensive than in England.



We shall be travelling by ferry across the Channel to get to France. The cost of the ferry is also included in the price of the exchange. Remember to make sure you have a valid passport for the visit.

### Cost!

The cost of the exchange will be €150 per person. This includes your travel and insurance. You may want to bring some spending money in addition to this to pay for souvenirs, presents and for food whilst travelling. You should know that from January 1<sup>st</sup> 2002 the Euro is the currency you will need to use in France. You can get this new currency from banks or from Bureau de Changes in travel agents.

I have used a spreadsheet to give you a rough guide of what the Euro is worth in comparison to the pound.

\*exchange rate from 14/01/02 (may vary)

British pounds	Euros
£1	€1.62
£5	€8.10
£10	€16.20
£15	€24.30
£20	€32.40
£25	€40.50
£30	€48.60

**You must:**

IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

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A Candidate

Who will we stay with?



- Your French tutor will match you with one of the French students from Louviers. You will stay with your student and their family whilst in Louviers and vice versa.
- Your host family accepts the costs of all your meals during the stay. This also includes packed lunches for day drips.
- But if you do eat out here are some things you might want to know about French food...

French food is famous for its variety and quality. There is 'Haute Cuisine' which is the highest standard of French cooking, 'Nouvelle Cuisine' which is less elaborate and 'Cuisine Regionale' (regional cuisines are a very important aspect of French culture).



The 'petit dejeuner' is usually taken with white or black coffee or tea, or croissants or rolls and chocolate. The 'dejeuner' is usually served in restaurants between noon and 2:30 and may be a set menu or an a la carte meal. The 'diner' or 'souper' is similar to the lunch except you usually have soup as a starter.

- It is recommended to bring your host family a little gift, something from England to say thank-you!

Level 3

You must:

IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

IT3.3 Present information from different sources for **two** different purposes and audiences.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

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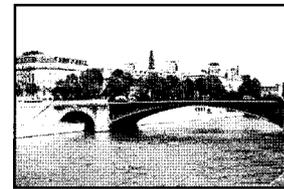
A Candidate

### Paris Trip

In good weather the central area of Paris can be explored on foot easily. RATP are responsible for transport in Paris. There are many types you can use. The Metro has a network covering the whole of Paris and can be useful for visitors. Buses can also be used, as there are 60 bus routes in Paris.

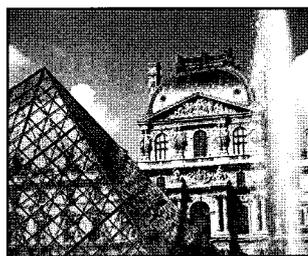


There are several boat trips which you can take in Paris to see the sights off land. These boats are called Bateaux Mouches. We will be taking a trip down the Seine whilst on our trip to Paris. It will enable us to see a lot of the sights of Paris.



You can hire coach tours if you want to see the sights of Paris, but in good weather sightseeing on foot is often the best way.

You will have a chance to do lots of exploring and shopping whilst on the trip. We hope to be having lunch at the Louvre and going up the Eiffel Tower.



Some of the principal sights of Paris are:

- Le Louvre
- Place de la Concorde
- Champs Elysees
- L'Arc de Triomphe
- La Tour Eiffel

And many more!

Level 3

**You must:**

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**Your evidence must show you can:**

- 3.2.1 Enter and bring together information in a consistent form, using automated routines where appropriate; and
- 3.2.2 create and use appropriate structures and procedures to explore and develop information and derive new information; and
- 3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and
- 3.3.2 present information effectively, using a format and style that suits your purpose and audience; and
- 3.3.3 ensure your work is accurate and makes sense.

A Candidate

**Key Words and Phrases you might need...**

- \* **Merci** = Thank you
- \* **S'il vous plait** = Please
- \* **Est-ce que je peux avoir** = Can I have...
- \* **Est-ce que je peux prendre une douche, s'il vous plait** = Please can I take a shower?
- \* **Ou est...** = Where is...?
- \* **Ou sont les toilettes** = Where are the toilets?
- \* **J'aime...** = I like...
- \* **Je n'aime pas...** = I don't like...
- \* **A quelle heure...** = At what time..

**Bon voyage et bon chance!**

LA  
a/02

**You must:**

IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

**Your evidence must show you can:**

- 3.2.1 Enter and bring together information in a consistent form, using automated routines where appropriate; and
- 3.2.2 create and use appropriate structures and procedures to explore and develop information and derive new information.

INVESTIGATION INTO COST OF TRIP

A. CANDIDATE

Possible Day Trips	Cost per person	Cost for the group	
Total No of people on the trip		34	
Rouen	=SC\$1*B4		
Paris	=SC\$1*B5		
Deauville	=SC\$1*B6		
Euro Disney	=SC\$1*B7		
Caen	=SC\$1*B8		
Versailles	=SC\$1*B9		
<b>Plan A</b>		<b>Plan B</b>	<b>Plan C</b>
Rouen	=VLOOKUP(A13,\$A\$3:\$C\$9,3,FALSE)	Paris	=VLOOKUP(C13, Trips 3, FALSE)
Paris	=VLOOKUP(A14, Trips 3, FALSE)	Euro Disney	=VLOOKUP(C14, Trips 3, FALSE)
Deauville	=VLOOKUP(A15, Trips 3, FALSE)	Rouen	=VLOOKUP(C15, Trips 3, FALSE)
<b>Total</b>	=SUM(B13:B15)	<b>Total</b>	=SUM(D13:D15)
			=SUM(F13:F15)

ANNA  
02/02

**You must:**

IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

IT3.3 Present information from different sources for **two** different purposes and audiences.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

**Your evidence must show you can:**

3.2.1 Enter and bring together information in a consistent form, using automated routines where appropriate; and

3.2.2 create and use appropriate structures and procedures to explore and develop information and derive new information; and

3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.

A Candidate

### How will we get there?



*move in line*  
↓ We will be using coaches on both sides of the Channel for our travel. The cost of hiring the coaches is included in the price of the exchange. However, hiring the coaches in France is slightly more expensive than in England. ☹️

We shall be travelling by ferry across the Channel to get to France. The cost of the ferry is also included in the price of the exchange. Remember to make sure you have a valid passport for the visit.



*find a better picture on clipart or internet.* ←

*move down* ↓ **Cost!**

The cost of the exchange will be €150 per person. This includes your travel and insurance. You may want to bring some spending money in addition to this to pay for souvenirs, presents and for food whilst travelling. You should know that from January 1<sup>st</sup> 2002 the Euro is the currency you will need to use in France. You can get this new currency from banks or from Bureau de Changes in travel agents.

I have used a spreadsheet to give you a rough guide of what the Euro is worth in comparison to the pound.  
\*exchange rate from 14/01/02 (may vary)

British pounds	Euro
£1	E1.62
£5	E8.10
£10	E16.20
£15	EE24.30
£20	E32.40
£25	E40.50
£30	E48.50

You must:

IT3.2 Explore, develop and exchange information, and derive new information, to meet two different purposes.

IT3.3 Present information from different sources for two different purposes and audiences.

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3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.

DRAFT A Candidate

Where is Louviers? *← centre*

Louviers is a town in the North of France. It is 100km from Paris and unlike Weymouth it is 100km from the sea. Below is a map showing Europe and where the exchange will be held;

To insert map of Weymouth

Map showing Rouen and Louviers

Rouen is a nearby town to Louviers and will be the location of one of our trips. It is a lovely town and is good for shopping!

Louviers has 18664 inhabitants. It has quite a few places of interest which you may visit with you host family or with the college. I have picked out some things that you might enjoy.

There is a town centre

- ❖ A cinema
- ❖ Parks and walks
- ❖ A swimming pool @Piscine Plein de Soleil'
- ❖ The 'Drugsport' complex, which has a bowling alley, a skating rink, a cyber café, a squash court and a sauna spa!

*large bullets*

To insert pictures of places of interest.

*add pg. nos.*

Page 17

You must:

IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

IT3.3 Present information from different sources for **two** different purposes and audiences.

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Your evidence must show you can:

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3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.

A Candidate

Who will you stay with?

Insert picture of family

Insert picture of freshly baked breads

*Move this down*

- ❖ Your French tutor will match you with one of the French students from Louviers. You will stay with your student and their family whilst in Louviers and vice versa.
- ❖ Your host family accepts the costs of all your meals during the stay. This also includes packed lunches for day drips.
- ❖ But if you do eat out here is some things you might want to know about French food...

*French flag colours or writing to make it more exciting.*

French food is famous for its variety and quality. There is 'haute cuisine' is the highest standard of French cooking, 'Nouvelle cuisine' which is less elaborate and 'Cuisine regionale' (regional cuisines are a very important aspect of French culture).

The 'petit dejeuner' is usually taken with white or black coffee or tea, or croissants or rolls and chocolate. The 'Dejeuner' is usually served in restaurants between noon and 2:30 and may be a set menu or an 'a la carte' meal. The 'diner' or 'souper' is similar to the lunch except you usually have soup as a starter.

*\* another bullet to finish off page ?*

Level 3

You must:

IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

IT3.3 Present information from different sources for **two** different purposes and audiences.

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3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.

A Candidate

*bolder?*  
Key Words and Phrases you might need...

- ❖ **Merci = Thank you**
- ❖ **S'il vous plait = Please** *text box to make it stand out better?*
- ❖ **Est-ce que je peux avoir = Can I have...**
- ❖ **Est-ce que je peux prendre une douche, s'il vous plait = Please can I take a shower?**
- ❖ **Ou est... = Where is...**
- ❖ **Ou sont les toilettes = Where are the toilets?**
- ❖ **J'aime... = I like...**
- ❖ **Je n'aime pas... = I don't like...**
- ❖ **A quelle heure... = At what time...**

*possibly colour to make it more attractive.*

*add other useful phrases?*

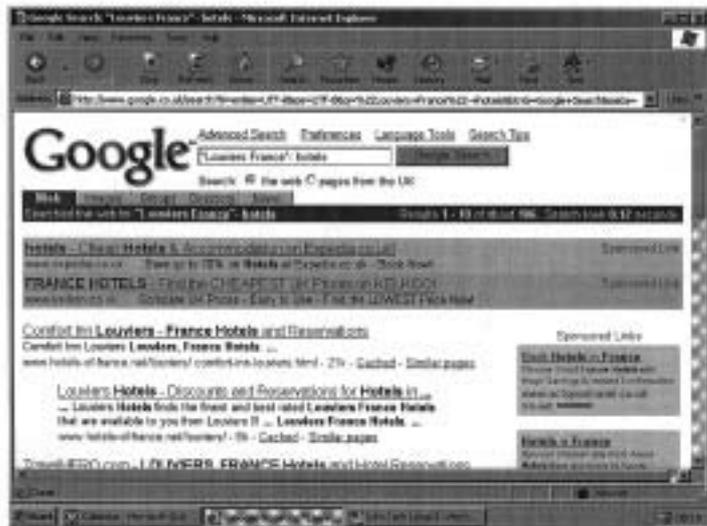
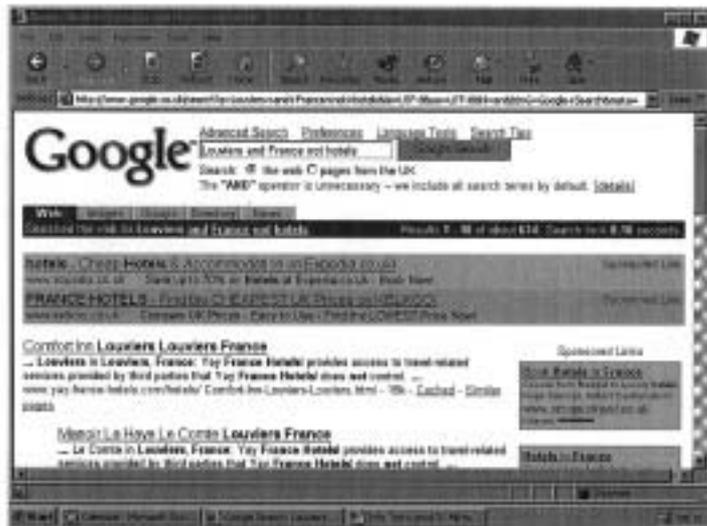
You must:

IT3.1 Plan and use different sources to search for, and select, information required for two different purposes.

Your evidence must show you can:

- 3.1.2 Choose appropriate sources and techniques for finding information and carry out effective searches; and
- 3.1.3 make selections based on judgements of relevance and quality.

A Candidate



ANJA  
01/02

Level 3

You must:

- IT3.1 Plan and use different sources to search for, and select, information required for **two** different purposes.
- IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

Your evidence must show you can:

- 3.1.3 Make selections based on judgements of relevance and quality; and
- 3.2.1 enter and bring together information in a consistent form, using automated routines where appropriate.

A Candidate



Museum



'Drugsport' complex



Bowling, skating rink, cyber café, squash and sauna/spa



Town Hall

Information taken from [www.ville-louviers](http://www.ville-louviers) after my use of the search engine [www.google.com](http://www.google.com) I copied and pasted relevant pictures as guided by my research plan. I can use this information to compare the facilities and area to Weymouth.

Eure (27) - Normandie Altitude 16m. - 18664 habitants - Paris 100km. - 100 km de la mer. Gare SNCF Val-de-Reuil (10 km), ligne Paris-Rouen - Cite industrielle situee sur l'Eure a proximite des forets de Board et de Louviers. [www.tourisme.fr](http://www.tourisme.fr)

Louviers : the town is criss-crossed by the many branches of the Eure river. [www.normandie-tourism](http://www.normandie-tourism)

Page 21

**You must:**

IT3.1 Plan and use different sources to search for, and select, information required for **two** different purposes.

**Your evidence must show you can:**

- 3.1.1 Plan how to obtain and use the information required to meet the purpose of your activity; and
- 3.1.2 choose appropriate sources and techniques for finding information and carry out effective searches.

A Candidate

**Louviers Exchange 2002**

**Notes for Guidance**

<i>Dates</i>	Our visit to France is planned for Sunday 17 March – Sunday 24 <sup>th</sup> March 2002. The visit of the Louviers students will take place between Monday 15 April – Monday 22 <sup>nd</sup> April 2002.
<i>Transport</i>	We shall be hiring coaches on either side of the Channel for travel to and from the ferry ports, and also on the French side for our excursions.
<i>Responsibilities of Participants</i>	<p>(a) Each student participating must be prepared not only to be accommodated with a French family in Louviers (where normally a student in the family would be 'paired' with the Weymouth participant), but also to accommodate an 'opposite number' from Louviers. Students unable to provide accommodation should STILL apply, since help may be forthcoming from families of other students either taking part themselves or prepared to help at the Weymouth end without being able to travel to France.</p> <p>(b) It will be participants' responsibility to ensure that they hold a valid passport for the visit.</p> <p>© While the College has its own insurance policy, families of participants must also obtain an E111 form (reciprocal medical facilities Great Britain-France etc through the Post Office. Participants may of course wish to take out their own travel insurance over and above the College cover.</p> <p>(d) All students are reminded that they will be acting as 'ambassadors' for their country, and for xxx. Whether they like it or not, their conduct will lead French people to make certain judgements about British people and this College. Behaviour must therefore be beyond reproach at all times.</p> <p>(e) Participating students will be expected to attend preparation meetings.</p> <p>(a) Full details to be decided in discussion with Louviers staff.</p>
<i>Programme</i>	<p>(b) The visit will be in term time and will have some working content. Either in groups or individually (in company with Louviers student counterpart), students will be involved in classes and activities, either with Louviers or Weymouth College staff.</p> <p>© Trips will be organised from Louviers, and a social programme will be arranged in discussion with Louviers staff. Paris will again be on the menu.</p> <p>(d) In Louviers there are two Lycees (the equivalent of xxx. All participants will be based at the Lycee les Fontenelles.</p> <p>(e) Supervision will be guaranteed as much as is humanly possible, but it should be realised that there will be some periods unsupervised by College staff during some trips and also particularly during evening and other 'leisure' periods when Weymouth students will be in the company of Louviers counterparts and families.</p>
<i>Costs</i>	<p>(a) Apart from the 'hidden cost' of accommodating a Louviers student during their return visit to Weymouth (see © below), direct costs will be £150 per head, to include coach hire, ferry fare and insurance (comprising travel, medical and baggage cover).</p> <p>(b) Spending money towards expenses on trips, meals during travel to and from France, purchases etc.</p>

ANNA  
Dec '01



**You must:**

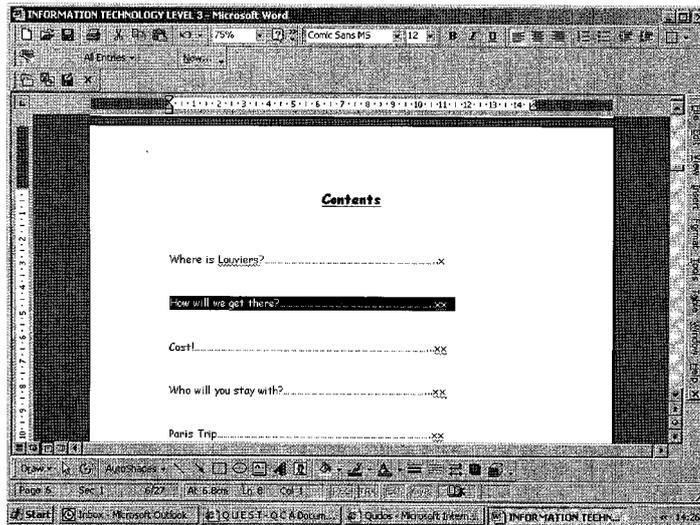
- IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.
- IT3.3 Present information from different sources for **two** different purposes and audiences.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

**Your evidence must show you can:**

- 3.2.1 Enter and bring together information in a consistent form, using automated routines where appropriate; and
- 3.2.2 create and use appropriate structures and procedures to explore and develop information and derive new information; and
- 3.2.3 use effective methods of exchanging information to support your purpose; and
- 3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.

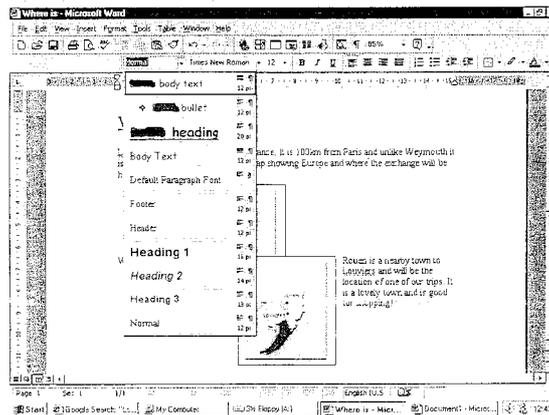
A Candidate



In response to an email I thought it would be a good idea to do a contents page.

This screen shot shows that I have created an automatic contents page for my document. As I am going to email my document, the contents page can also act as a hyperlink for the person receiving it to access the pages easily.

I decided to do a style sheet for my project as there will be several pages and I want to add consistency and improve their overall look.



ANA  
01/02

Level 3

You must:

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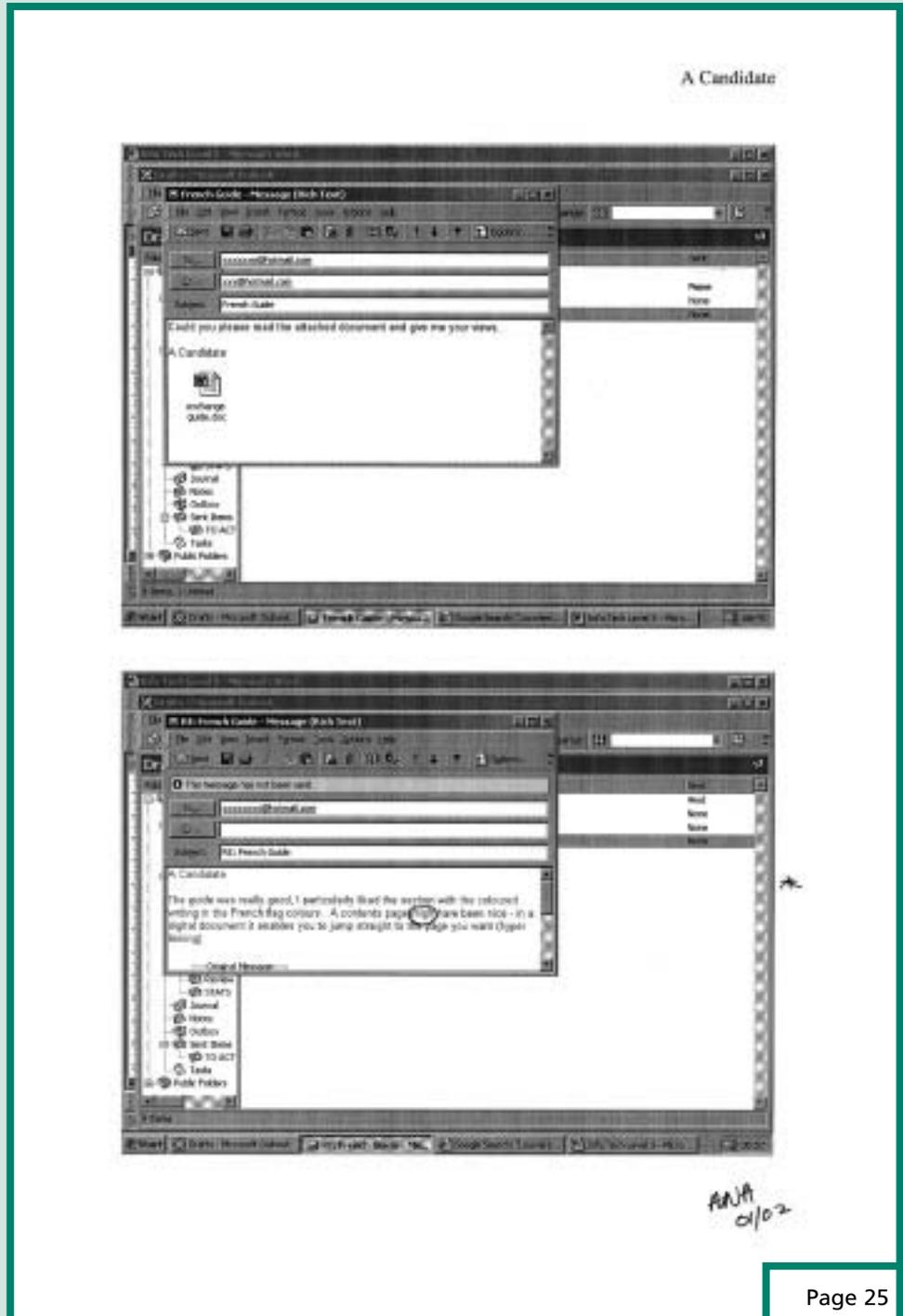
Your evidence must show you can:

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3.2.2 create and use appropriate structures and procedures to explore and develop information and derive new information; and

3.2.3 use effective methods of exchanging information to support your purpose; and

3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.



**You must:**

IT3.1 Plan and use different sources to search for, and select, information required for **two** different purposes.

**Your evidence must show you can:**

3.1.1 Plan how to obtain and use the information required to meet the purpose of your activity.

A Candidate

**Crime Statistics Portfolio**

**Aim:**

As part of my sociology studies, I need to make a database of statistics about crime in the 3 cities (from 10). I will use searching and sorting criteria in order to establish the 'safest' place to go. I will also produce an article to inform others therefore my intended audience will be other students in my group.

**Plan:**

- I will use the Internet to find statistics about crime
- I will also look at other sources (if practical) such as papers/periodicals
- I will import the stats into a spreadsheet or database to sort them out
- I will sort the information based on the place I want to go and the types of crime there are in these areas
- I will then use the information to produce graphs or other evidence to help me decide where to go
- I will have to consider my intended audience
- Once I have gathered all the information, I will decide on a suitable format to present it

You must:

- IT3.1 Plan and use different sources to search for, and select, information required for two different purposes.

Your evidence must show you can:

- 3.1.2 Choose appropriate sources and techniques for finding information and carry out effective searches.

A Candidate

Internet Research to find statistics

I used the website 'Google' to search for crime statistics.



I first typed in 'statistics' which was not a very effective search as I ended up with over nineteen million websites to search through. I then decided to narrow down my search criteria by changing it to 'crime statistics + uk'.



This did narrow down the search, but there was still several thousand websites found. I altered the search slightly by putting the words 'crime statistics' in inverted commas to separate them from the other information '+UK'.

AAA  
02/02

You must:

IT3.1 Plan and use different sources to search for, and select, information required for two different purposes.

Your evidence must show you can:

3.1.2 Choose appropriate sources and techniques for finding information and carry out effective searches.

A Candidate



This again narrowed the search and by adding the word 'neighbourhood' I was able to find a suitable website.



[www.statistics.gov.uk/neighbourhood/catalogue.asp](http://www.statistics.gov.uk/neighbourhood/catalogue.asp)

The above address is the website I found in order to obtain the statistics about crime in certain places in the UK.

AA/A  
02/02

**You must:**

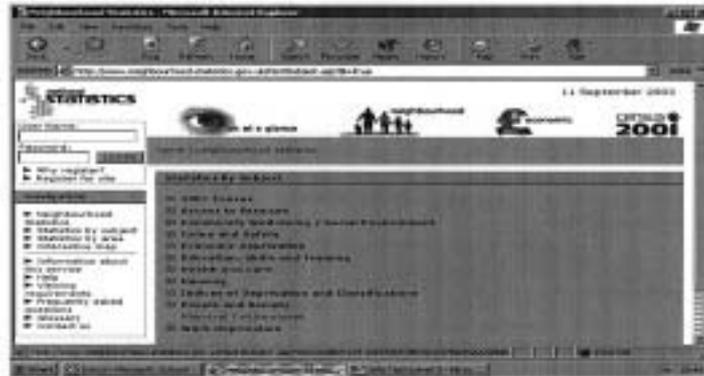
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- IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

**Your evidence must show you can:**

- 3.1.3 Make selections based on judgements of relevance and quality; and
- 3.2.1 enter and bring together information in a consistent form, using automated routines where appropriate.

A Candidate

I found a data catalogue in the website which I could use to gain the information I needed for my research.



I downloaded a set of statistics, which took quite a bit of time. The document was downloaded into an Excel document, however I decided to move it in to an Access document to make it easier to search and sort the information.

*PNA 02/02*



**You must:**

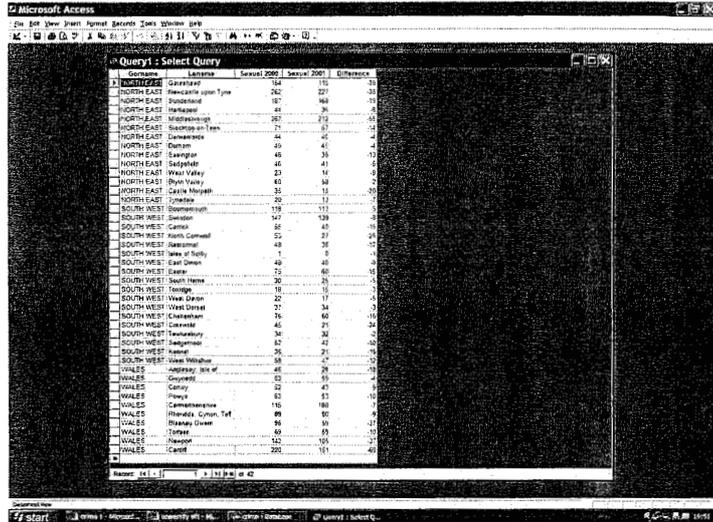
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**Your evidence must show you can:**

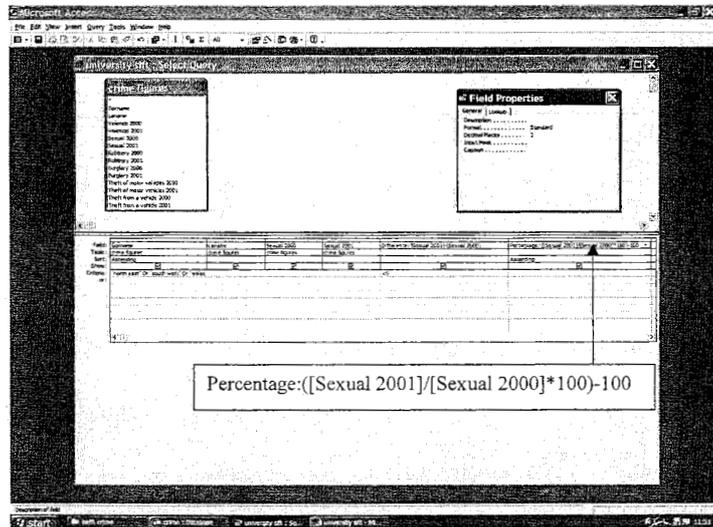
3.2.1 Enter and bring together information in a consistent form, using automated routines where appropriate; and

3.2.2 create and use appropriate structures and procedures to explore and develop information and derive new information.

This has now filtered the query down to 42 possible locations and I can now choose a location within each area.



I have decided to create another calculated field as a % diff between the 2 years as this will give a truer picture between the years to compare areas (to 2 decimal places).



You must:

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Your evidence must show you can:

- 3.2.2 Create and use appropriate structures and procedures to explore and develop information and derive new information; and
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- 3.3.2 present information effectively, using a format and style that suits your purpose and audience.

A Candidate

Lanname	Violence:2000	Violence:2001	V.percent	Sexual:2000	Sexual:2001	S.percent	Burglary:2000	Burglary:2001	B.percent
Durham	854	919	0.076112412	49	45	-0.081632653	558	409	-0.26702509
Bournemouth	1271	1456	0.14554681	118	113	-0.042372881	1391	1216	-0.125808771
Cardiff	3983	4236	0.06351996	220	151	-0.313636364	2821	2197	-0.221198157

The table above is from the spreadsheet, showing the crime figures I have selected, and the calculation to get the percentage increase. I haven't turned it into a percentage yet. The table below, from the spreadsheet, shows the formula I used.

Lanname	Violence:2000	Violence:2001	V.percent	Sexual:2000	Sexual:2001	S.percent	Burglary:2000	Burglary:2001	B.percent
Durham	854	919	= (C2-B2)/B2	49	45	= (F2-E2)/E2	558	409	= (I2-H2)/H2
Bournemouth	1271	1456	= (C3-B3)/B3	118	113	= (F3-E3)/E3	1391	1216	= (I3-H3)/H3
Cardiff	3983	4236	= (C4-B4)/B4	220	151	= (F4-E4)/E4	2821	2197	= (I4-H4)/H4

Lanname	Violence:2000	Violence:2001	V.percent	Sexual:2000	Sexual:2001	S.percent	Burglary:2000	Burglary:2001	B.percent
Durham	854	919	7.61%	49	45	-8.16%	558	409	-26.70%
Bournemouth	1271	1456	14.56%	118	113	-4.24%	1391	1216	-12.58%
Cardiff	3983	4236	6.35%	220	151	-31.36%	2821	2197	-22.12%

Finally, I formatted the cells to percentage with two decimal places to get the table above, which is also from the spreadsheet.

AA  
02/02

Level 3

You must:

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IT3.3 Present information from different sources for **two** different purposes and audiences.

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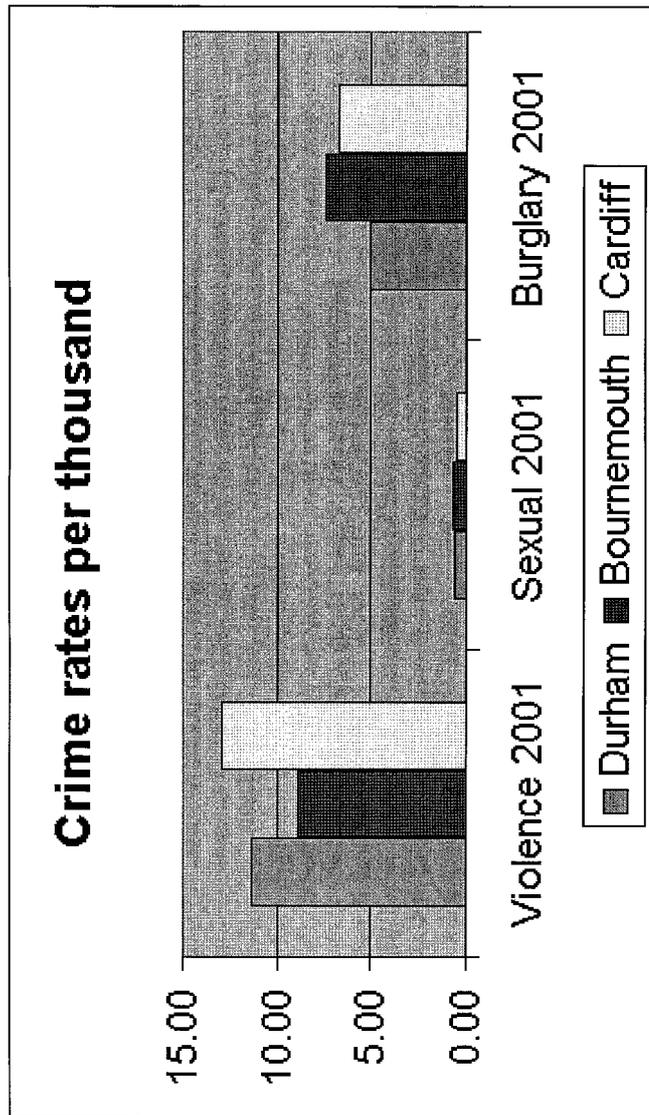
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3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and

3.3.2 present information effectively, using a format and style that suits your purpose and audience.

A Candidate



AA  
20/02

Level 3

You must:

IT3.2 Explore, develop and exchange information, and derive new information, to meet **two** different purposes.

IT3.3 Present information from different sources for **two** different purposes and audiences.

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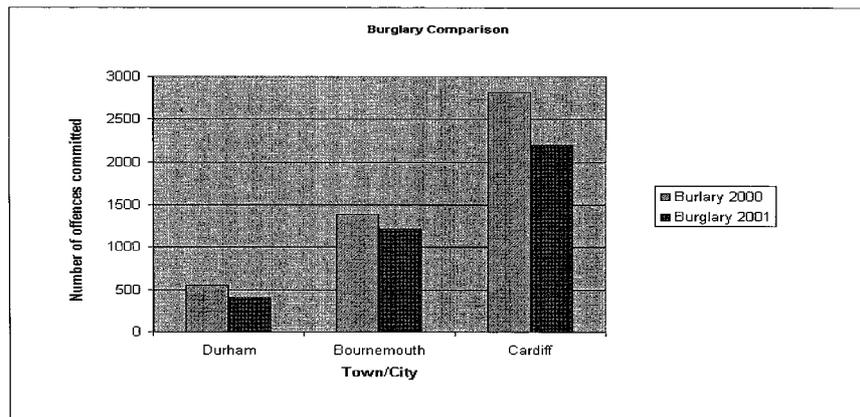
3.2.2 Create and use appropriate structures and procedures to explore and develop information and derive new information; and

3.3.1 develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and

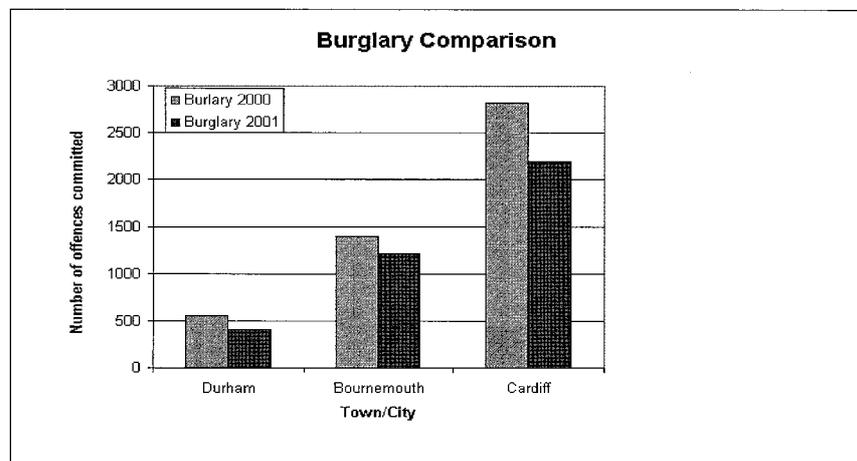
3.3.2 present information effectively, using a format and style that suits your purpose and audience.

A Candidate

Original chart in excel.



In the final charts I have increased all the font sizes (title from default 8.5 to 14) for readability when they are resized, moved the legend into the chart to get maximum width when resizing and formatted the plot area to white.



AAA 02/02

**You must:**

IT3.3 Present information from different sources for **two** different purposes and audiences.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

**Your evidence must show you can:**

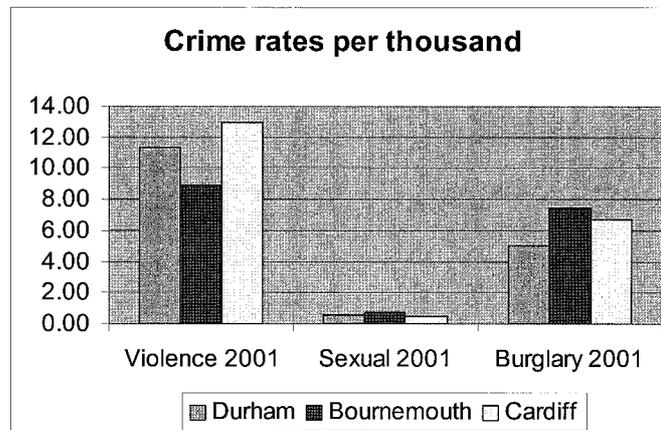
3.3.1 Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and

3.3.2 present information effectively, using a format and style that suits your purpose and audience.

A Candidate

**Weighted Comparisons**

The three towns have different populations. In the chart below I have presented the 2001 statistics weighted according to the size of the population. The population figures are from the 2001 census figures on the government's national statistics web site.



Burglary was also down in all towns. Durham had a decrease of 27%, burglary in Bournemouth was down by 13% and in Cardiff 22%.

*This will be used to make an article. I will make a template to give my article my desired format of columns. Having looked at this with another student who is doing 3 different towns, I have realised that I need a chart to show the crime rate per thousand, as these towns have different population sizes. I will also try formatting in 2 columns to see if it fits on one sheet.*

*ANA  
02/02*

**You must:**

IT3.3 Present information from different sources for **two** different purposes and audiences.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

**Your evidence must show you can:**

3.3.1 Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and

3.3.2 present information effectively, using a format and style that suits your purpose and audience.

A Candidate

Draft  
**Reporting**

**Crime Statistics**

I have chosen to look at the three most common areas of crime. I have chosen three towns in different parts of the UK to focus on. You may want to do a similar search for your chosen area.

**Violence against a person**

Violence comparison

Town/City	2000	2001
Durham	~1000	~1150
Bournemouth	~1300	~1500
Cardiff	~3800	~4200

Violent crime in all the areas has increased slightly from 2000 to 2001. The largest increase was in Bournemouth as violence against persons was up by 15%.

**Burglary from a dwelling**

Burglary Comparison

Town/City	2000	2001
Durham	~150	~110
Bournemouth	~250	~180
Cardiff	~450	~320

Burglary was also down in all the towns. Durham had a decrease of 27%, burglary in Bournemouth was down by 13% and in Cardiff 22%.

**Sexual Offences**

Sexual offences comparison

Town/City	2000	2001
Durham	~100	~80
Bournemouth	~140	~120
Cardiff	~220	~150

All the areas had a decrease in the number of sexual offences committed between 2000 and 2001. The biggest drop was in Cardiff where there was a decrease of 31%.

**Weighted comparisons**

The three towns have different populations. In the chart below I have presented the 2001 statistics weighted according to the size of the population.

**Crime rates per thousand**

Crime Type	Durham	Bournemouth	Cardiff
Violence 2001	~11.5	~9.0	~13.0
Sexual 2001	~0.5	~0.8	~1.0
Burglary 2001	~5.0	~7.5	~6.5

*Sub headings will draw the reader's eye to the separate areas of yr. investigation. Make charts same size ANA 02/02*

**You must:**

IT3.3 Present information from different sources for **two** different purposes and audiences.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

**Your evidence must show you can:**

- 3.3.1 Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements; and
- 3.3.2 present information effectively, using a format and style that suits your purpose and audience; and
- 3.3.3 ensure your work is accurate and makes sense.

A Candidate

*FINAG*  
**Reporting**

## Crime Statistics

I have chosen to look at the three most common areas of crime. I have chosen three towns in different parts of the UK to focus on. The charts are accurate because they are based on information from a government website. You may want to do a similar search for your chosen area.

**Violence against a person**

Town	2000	2001
Durham	~1000	~1100
Bournemouth	~1500	~1800
Cardiff	~3500	~3000

Violent crime in all the areas has increased slightly from 2000 to 2001. The largest increase was in Bournemouth as violence against persons was up by 15%.

**Burglary from a dwelling**

Town	2000	2001
Durham	~100	~75
Bournemouth	~150	~130
Cardiff	~250	~190

Burglary was also down in all the towns. Durham had a decrease of 27%, burglary in Bournemouth was down by 13% and in Cardiff 22%.

**Sexual Offences**

Town	2000	2001
Durham	~40	~30
Bournemouth	~60	~55
Cardiff	~90	~65

All the areas had a decrease in the number of sexual offences committed between 2000 and 2001. The biggest drop was in Cardiff where there was a decrease of 31%.

**Weighted comparisons**

The three towns have different populations. In the chart below I have presented the 2001 statistics weighted according to the size of the population.

Crime Type	Durham	Bournemouth	Cardiff
Violence 2001	~11.00	~8.50	~13.00
Sexual 2001	~1.00	~1.00	~1.00
Burglary 2001	~4.50	~7.00	~6.50

*FINAG 02/02*





## Curriculum and Standards

<b>Audience</b>	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
<b>Circulation lists</b>	Key skills awarding bodies and the Key Skills Support Programme
<b>Type</b>	Exemplification
<b>Description</b>	Exemplification of the requirements for key skills portfolios
<b>Cross ref</b>	<i>The key skills qualifications specifications and guidance (QCA/02/896)</i> <i>Example portfolio: information technology level 1 (QCA/04/1216)</i> <i>Example portfolio: information technology level 2 (QCA/04/1217)</i>
<b>Contact</b>	The Key Skills Team (020 7509 5611; key-skills@qca.org.uk)

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