

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Secondary Education
June 2011

Information and Communication Technology 45202/CB

Unit 2 The Assignment: Applying ICT (Short Course & Full Course) Assignment

Candidate Booklet

- It is recommended that you spend 25 hours in completing this Assignment.
- Before beginning the Assignment, read the whole of this Candidate Booklet thoroughly.
- There are restrictions on when and where you can work on this Assignment. Your teacher will explain them to you. For example, you can only do any work that you intend to hand in for marking when a teacher is present, so that he or she can confirm that the work is your own.
- You must not work with other students on anything that you intend to hand in for marking.
- You will need to use the Internet to research certain parts of Task 1 and Task 2 (see the tasks for further details). This does not have to be within the 25 hours recommended time.

Communicating your written work

- You will also be marked on your use of English. It is important to:
 - make sure that all your work is legible
 - use correct spelling, punctuation and grammar
 - use a style of writing which suits the person you are writing it for
 - organise your information clearly, so that you make yourself understood
 - use ICT terms where they are needed

Overview of what you have to do

In this Assignment you must use ICT to help with the running of a new driving school. You must complete **two** Tasks:

1. Set up a website for the driving school.
2. Set up a system to manage driving lessons and provide a link to it on the website.

For each of the Tasks, you must carry out seven sections of work for which you will earn marks. The sections start with Analysis and end with Evaluation of others' use of ICT. The maximum mark for each section is shown below in brackets. Pages 3 to 5 explain in more detail what you have to do for each of the seven sections.

You must first attempt the Analysis for **both Tasks** before doing the remaining six sections for **each Task**.

Analysis
(10)

When the Analysis for both Tasks is complete:

- for Task 1, work through each section below
- repeat the process for Task 2.

Design
(20)

Implementation
(40)

Testing
(10)

Self Evaluation
(8)

Report
(6)

Evaluation of others'
use of ICT (6)

TOTAL (100)

The work that you do for this unit requires you to use your ICT skills and knowledge, to be creative when deciding on a solution and to show your technical skill in completing it.

1 ANALYSIS (10 marks)

It is important to **use the headings below** in your work because they tell you what you should be doing or what you should be producing. You can stop to make notes about the work you do for each of the bullet points. Examples of what is meant by the headings are given in boxes, **but note that the examples do not directly relate to this Assignment.**

For **each** Task, **list** the following:

- **The name of the Task**
- **The desired outcomes and performance criteria**
These are the things your solution must do or include to be complete, as specified by the end user.

For example:

- *it has to be easy to read*
- *the information must be arranged in rows and columns with a title at the top*
- *it must be easy to change the number of items required*
- *the system must produce the correct letters for club members.*

- **Testing**
What tests are needed to make sure that the system works?
Specify the actual tests required.

For example:

- *test the League 1 results for teams' total goal differences and rank order*
- *test that the hotspot link from the Home page goes to the Festival page.*

When you have finished this work for both Tasks, you must hand it in and it will be marked by your teacher.

When the Analyses are complete, your teacher will provide you and all other students at your centre with the 'Standard Analyses' for you to use for the rest of your work on the two Tasks.

Make sure you understand what the needs of the end user are for each task before you continue. Show how you are meeting these needs in all your work.

Work through the Design, Implementation, Testing, Self Evaluation, Report and Evaluation of others' use of ICT sections **first for Task 1, then for Task 2** using the Standard Analyses.

2 DESIGN (20 marks)

Develop a planned design showing how you will carry out the Task.

Provide enough detail so that someone else could implement your design.

Your plan should include:

- details of **what** you plan to do to carry out the Task.

You must include labelled diagrams (hand drawn or computer drawn) to show the following:

- *contents (and where it comes from), layouts (size and position of content), formats (eg font sizes and colours)*
- *and, where appropriate, database structures, designs for forms, searches and reports*
- *spreadsheet layouts including formulae and functions; validation design*
- *website/interactive presentation links between pages*
- an explanation of **why** your design choices meet the needs of the end user.

This should explain why you have designed your solution in this way and how this meets the desired outcomes and performance criteria that have been specified by the end user.

For example:

To clearly identify your medical practice, I have decided to position the medical practice logo on each page near the top left hand corner so it is the first thing that patients see.

- a testing plan (should be included here, but it will be awarded marks in the Testing section).

State what you will be testing, the data you will input to test your solution and the results you expect to be output.

3 IMPLEMENTATION (40 marks)

Carefully carry out the solution you have designed. You must:

- show the evidence of the **key stages** of your solution
Evidence may be shown by a word processed commentary illustrated by screen shots and/or by annotated print-outs
- add detailed notes to make it clear what you have done and **how** you did it
This is your opportunity to demonstrate your level of skill, understanding and efficiency
- provide evidence that you have produced a suitable solution including all answers or outputs that are necessary for the Task

and if needed:

- describe any changes you have made from your design and explain the reasons why these changes are needed
- carry out any changes, if your testing or judgement shows they are needed.

4 TESTING (10 marks)

In Testing you have to check that your solution produces the correct results. Some of these results may be given in the booklet.

You must:

- follow the testing plan you created in the Design section and carry out the Testing.
*Provide evidence that you have input the necessary data and produced the actual results. Also **show** evidence that you have **checked the actual results** against the expected results and come to a conclusion – this must be clear. Present the evidence of testing **separately** from your evidence of implementation*
- include your completed testing plan here
- describe any problems you find and carry out any changes that may be needed, then repeat the test(s).
If the actual results do not match the expected results then you must find out why, describe what has gone wrong, and how you will correct it. When you have made the corrections, you must repeat the test(s).

5 SELF EVALUATION (8 marks)

Using the **correct** desired outcomes and performance criteria (from the Standard Analyses), comment on whether they have been met.

You must evaluate your solution by commenting on the desired outcomes and performance criteria:

- a limited evaluation will state that you have produced the desired outcomes and performance criteria (you need to put more than just a 'Yes/No' answer)
- a reasonable evaluation will state how you produced the desired outcomes and performance criteria
- an effective evaluation will describe how well you produced some of the desired outcomes and performance criteria
- a high quality evaluation will discuss how well you produced some of the desired outcomes and performance criteria. When discussing your solution, you must consider ways you could have improved some parts of your solution or other ways you could have done it compared with the way you actually did it.

6 REPORT (6 marks)

Using the ideas from Tasks 1 and 2 in this Candidate Booklet you must produce reports on the issues raised. You must make recommendations from your findings.

7 EVALUATION OF OTHERS' USE OF ICT (6 marks)

When you have completed your own task you must evaluate the effectiveness of the ICT solution of another student's completed work. Comment on ways in which this work could have helped to improve the quality of your work and to inform your future work.

HERE IS YOUR ASSIGNMENT...

Anna wants to start her own driving school. She has worked as an instructor for another driving school for some years. You play the role of Anna's friend Sam, who has ICT skills. Anna wants you to use your ICT skills to help her to develop ways in which her new driving school will operate.

Anna wants you to do **two** tasks for her:

- Set up a website for the driving school
- Set up a system to manage driving lessons for Anna and her customers and provide a link from the website to it.



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Important: For each task you cannot get high marks for **implementation** if you do not **include** evidence of the **key stages** in the creation of your solution.

- Ask your teacher what key stages are.
- Evidence of the steps for each key stage is only needed once.
- Add explanations about how your solution was made.
- If you make judgements about changes to your design, then explain them.

Task 1: Transcript of a conversation between Anna and Sam

- Anna: Hello Sam, I hope you will enjoy helping me to develop some ICT solutions that will help me to run my new driving school.
- Sam: Yes, I'm really excited about it.
What do you want me to do first?
- Anna: In order to make the driving school known to the general public, I would like you to make a website for me.
- Sam: I'm sure I can make a website, but I will need to know what you want on each page.
- Anna: I would rather let you make some decisions about the number of pages, the content and appearance.
- Sam: That's OK.
Is there anything specific that you want for the website?
- Anna: So learner drivers will want to book driving lessons with me, I want the website to contain enough pages to interest and inform them.
- Sam: I'll do that.
- Anna: The website must be simple to use so it's suitable for learner drivers of all ages.
- Sam: Yes, that's important.
- Anna: I want all pages to look professional.
- Sam: I will plan the pages carefully so they give a professional appearance.
- Anna: Thank you.
If the website you make is efficient, it will be easy for it to be changed in future.
- Sam: I will make it as efficient as possible.
- Anna: I want all the web pages to link together.
- Sam: How do you want them to be linked?
- Anna: I'm not really sure, but I've seen some websites where the links to all pages are in a 'box' at the side.
- Sam: That's called a navigation menu.

Anna: I want you to put a navigation menu in the same place on each page.

Sam: I'll make sure that I do.

Anna: I also want a suitable heading on each page and I'll let you choose them.

Sam: I will do that as well.

Anna: When people look at a website, first impressions are everything. I want you to create an exciting home page for potential learner drivers to see. I particularly want the website to attract younger learner drivers.

Sam: Do you mean make it exciting by using some images, animation, sound or video?

Anna: Why don't you research what other driving school websites do? Look at how exciting their home pages are and make mine as exciting as you can.

Sam: The more things that I include, the slower the website will be to load.

Anna: If that's the case then I don't want you to include too many exciting things.

Sam: Have you thought about any other web pages you would like?

Anna: In the future I want to include a web page where potential learner drivers can book a lesson. Again, I think you should research this.

Sam: I will research it first.
Do you want it to link to a database?

Anna: No, I haven't got a database yet.
However, on the 'book a driving lesson' page, I will want people to be able to fill in their personal details and when they want lessons.

Sam: That's OK.

Anna: At this stage, as I haven't got a database, the web page can't link to it.
I only want you to create how the page will look. Can you include boxes for the learners to fill in and a label next to them?

Sam: What do you mean?

Anna: This is how I want the labels and boxes to look. I have jotted down some of my ideas on a piece of paper:

Sam: Great, thank you.

How many pages do you want the website to have?

Anna: Again I'm not sure but I don't want too many. At this stage, I don't think I will need more than four pages in my website but I want them all to be different.

Sam: I will make sure I do that.

Anna: Can you add more pages later?

Sam: Yes, that will not be problem.

Anna: Can you also research what pages other driving school websites have?

Sam: Yes, I will do that.

Do you want the pages to include a logo?

Anna: If it represents my driving school, it would be a good idea to have a simple logo.

Sam: I will be happy to do that.

Anna: I have thought of one more thing.

Sam: What's that?

Anna: On one of the pages, can you refer to the Pass Plus lessons that I will be offering?

Sam: Yes, I will find out what other driving school websites say about them.

Anna: When you have finished, I want you to provide each page in colour for me.

Sam: I can do that.

Anna: You must test that the links in the navigation menu work.

Sam: Do you mean that I just have to test one link?

Anna: No, I want you to carry out a test of all the links in the navigation menu from one page.

Sam: After I have checked that each link goes to the correct page I will provide you with printed evidence that each link has been set up correctly.

Anna: Thank you for that.

Sam: Is that everything for this task?

Anna: Not quite.

Anna is thinking ahead to when the website is developed...



I have an idea to help my learner drivers, all of whom seem to have mobile phones.

I would like the next stage of development of the website to be for learner drivers to be able to access the website on their mobile phones. In future it will provide a way for me to keep in touch with them.

I would like you to make recommendations about how we should plan this. Can you write a report for me to suggest how it could be done?

Sam's Notes

These are notes to remind me of the **main** things I have to know or do for the new driving school.

Website

- Contain enough pages to interest and inform learner drivers
- Must be simple to use for all age ranges
- Must make website efficient
- All pages must link together using navigation menu
- Attract younger learner drivers
- Finished web pages must be in colour

Each page

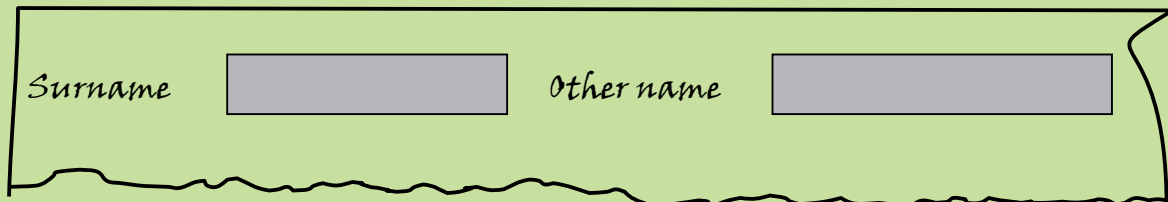
- Must look professional
- Navigation menu in same place
- Choose suitable heading
- Include simple logo

Home page

- Make page exciting - include images, sound, video or animation but not too much
- Research other driving school home pages

‘Book a driving lesson’ page

- Research similar pages on driving school websites
- ‘Field’ names and boxes for member’s personal details and when they want lessons to look like this:



Surname *Other name*

More pages

- Include some more pages but not more than four altogether and they must be different
- Research pages that other driving school websites have

On one of the pages

- Information about Pass Plus lessons (find out about it)

Test

- Navigation menu links works - provide printed evidence of a test of all links from a page

Recommendation report

- Report on developing website to work on mobile phones

Check back with Anna’s conversations and thoughts to make sure I’ve done everything

Task 2: Transcript of a conversation between Anna and Sam

Anna: I've got another task for you.

Sam: What is it?

Anna: Learner drivers are always ringing me up to check the dates and times of their lessons. They seem to have worse memories than I have!

Sam: I'm sure they just don't want to be late for their lesson.

Anna: I'm not sure about that. Can you set up a system to collect and store data about the learner drivers and their pre-booked lessons?

Sam: Do you mean that you want me to set up a database for them?

Anna: Yes, that's exactly what I want you to do.

Sam: What details do you want me to store?

Anna: When you look at the file I will give you, you will see the details that I need. But don't miss out the planned driving experience.

Sam: I'm sure I can do that, but what do you mean by planned driving experience?

Anna: The planned driving experiences are new driving manoeuvres that learner drivers will practice during the lesson. Things like emergency stops and parallel parking.

Sam: Do you plan the driving experiences in advance?

Anna: Yes, I do. It's so the learner driver knows what to expect and can prepare by reading about them before the lesson.

Sam: Will I have to collect all the data?

Anna: Not at first, as I have the details of some learner drivers who I hope to bring with me when I start my new driving school.

Sam: That's helpful, but I will still need to type them in.

Anna: No, you won't. I can give you the details saved as a file.

Sam: Thank you, that's really helpful.

Anna: However, I will still want an efficient way of entering a learner driver's details when I attract new customers.

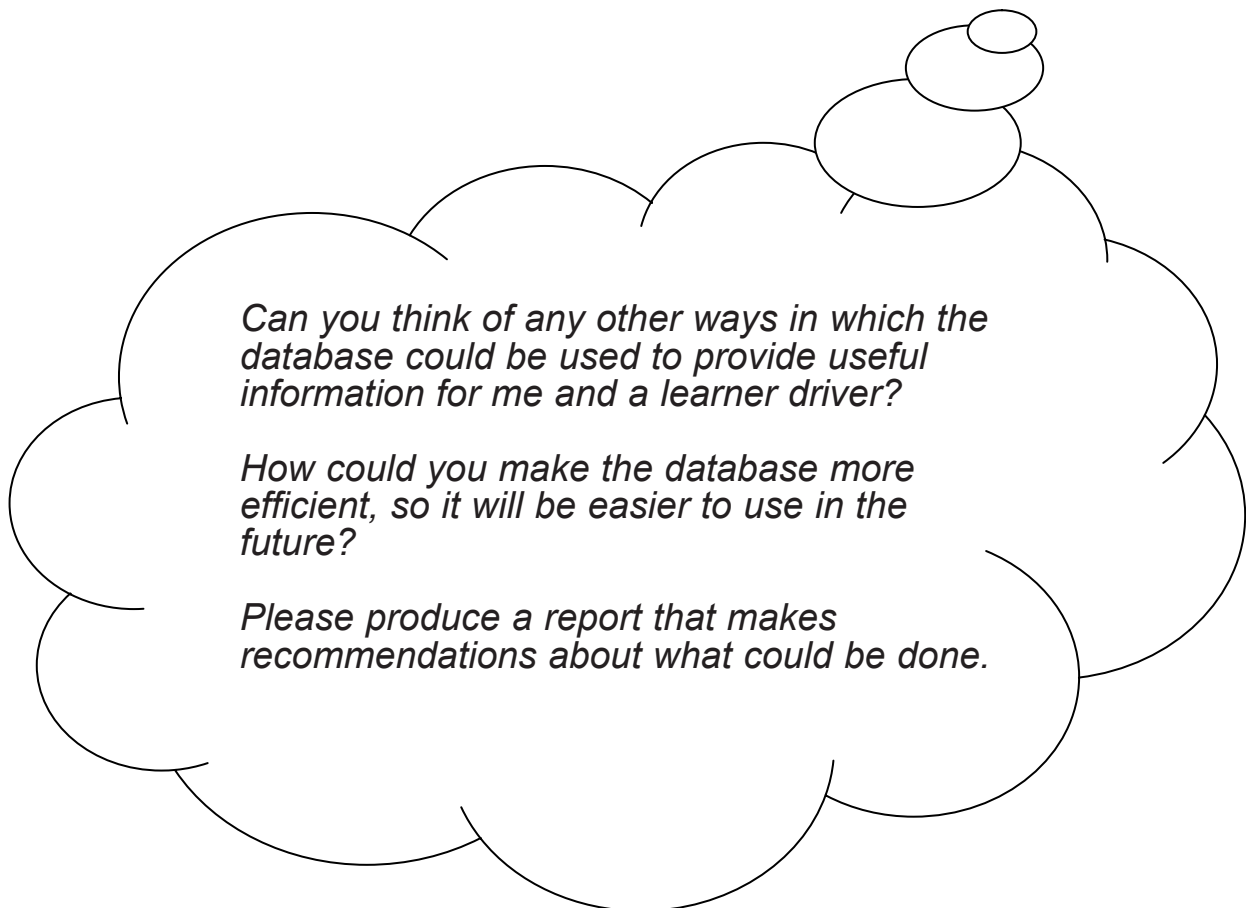
Sam: I know how to do that.

- Anna: Once the database is set up, I need a list of a learner driver's pre-booked lessons from a set date.
- Sam: I can search the database to find those details.
- Anna: The list must look professional and include all the details a learner driver will need to check their future pre-booked lessons.
- Sam: I can do that.
- Anna: Please produce the list for me.
- Sam: That will not be a problem.
- Anna: Can you test it works for Helen Richards, who is one of my learner drivers?
- Sam: I can, but how will I know it works?
- Anna: I want you to test for Helen's future lessons from 20 March 2011. Please use the file I will give you to identify which of Helen's lessons you will expect to get.
- Sam: I will design a testing plan and then show you the test results when I have checked them.
- Anna: Thank you. It is very important I know that the list shows what I want it to.
- Sam: That's OK then.
- Anna: There is another thing that I would like you to do.
- Sam: What's that?
- Anna: Can you put a link to the database on a new page in the website?
- Sam: Yes, I can do that.
- Anna: I want learner drivers to be able to view the list of their pre-booked lessons online. It will save me having to print out lists for them.
- Sam: Do you mean I should just copy the list across to a web page?
- Anna: No, I want learner drivers to use the linked database to see their lessons.
- Sam: I will think of a way to do that, and make it clear what they have to do.
- Anna: That's good, I want you to do that. Don't forget to update the navigation menu to include this new page but there is no need to test it.

Sam: Thanks for saying that. I knew you would want a learner driver to be able to find the pre-booked lesson page.

Anna: Thank you for your help.

Anna is thinking ahead to when the database is fully developed...



Sam's Notes

These are notes to remind me of the **main** things I have to know or do for the learner driver's system.

- Must set up a database using Anna's file
- System must collect and store data about learner drivers and pre-booked lessons
- Must include all details about learner drivers, including planned driving experience
- Must be able to efficiently enter learner drivers' details

List of learner driver's lessons

- Make list look professional
- Must include all details a learner driver needs
- List must show lessons from a set date
- Produce list

Link website to database

- Let drivers view list of their future pre-booked lessons online from a new page
- Update navigation menu to include new page
- Must make it clear what to do

Test Helen Richards' lessons from 20 March 2011

- Print out test and check it

Check back with Anna's conversations and thoughts to make sure I've done everything

Now Anna has planned her website and database, she wants to make sure her new driving school makes a profit.

In the first year she wants to pay herself a salary of £15 000.

Any profit will be used to develop the driving school business.

The driving school's income comes from the charges for lessons.

Anna wants to lease a new car to replace her current driving school car.

She has decided to lease the car on a monthly basis from one of the many companies on the Internet. She wants you to research this and the car chosen must be appropriate for a driving school.

The following information shows what Anna knows.

- *I charge £12.50 for a single driving lesson but I could charge more*
- *I expect to have at least 6 lessons booked each day from Monday to Saturday. I would like to have more lessons booked*
- *I take 5 weeks' holiday every year*
- *On average I estimate a new car will use 2 litres of fuel during each lesson*

Create a model to help Anna to make a profit. You only need to implement it and use the model to show how Anna can increase her profit. Look at:

- Just making a profit
- Making a profit of between £5000 and £10 000 because Anna wants to employ a part-time secretary.

She has jotted down her ideas below:

Weeks each year	Holiday weeks	Working weeks			
52	5				
			Salary	£15000	
Days each week	6		Type of car chosen		
Lessons each day	6		Lease cost each month		
Lessons each week			Total yearly lease		
Total yearly lessons			Litres of fuel per lesson	2	
Charge for a lesson	£12.50		Total yearly litres of fuel		
			Cost of 1 litre		
			Total yearly fuel cost		
Income from all lessons			Total amount spent		

Data files

The following file has been provided for you to use in solving the Task. Your teacher will tell you where it is.

The content of this file is shown below.

Content of data files

File for Task 2 (as a CSV and tab delimited (text) file) Learner driver details

Mrs	Kate	Robson	27 High Street	01762 013422	27/06/1979	Mon 13:00	07/02/2011	Signalling
Ms	Aasha	Datta	5 Greystone Ct	01762 555491	18/07/1993	Mon 09:00	07/02/2011	Signalling
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	08/02/2011	Signalling
Miss	Jaime	Khan	78 Grange Lane	01762 015655	11/07/1990	Wed 17:00	09/02/2011	Signalling
Mr	William	McClaren	3 Park View	01762 026784	12/07/1984	Wed 09:00	09/02/2011	Traffic lights
Ms	Mary	Murphy	6 Castle Road	01716 907260	17/06/1981	Thu 09:00	10/02/2011	Signalling
Mrs	Kate	Robson	27 High Street	01762 013422	27/06/1979	Mon 13:00	14/02/2011	Road position
Ms	Aasha	Datta	5 Greystone Ct	01762 555491	18/07/1993	Mon 09:00	14/02/2011	Road position
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	15/02/2011	Road position
Miss	Jaime	Khan	78 Grange Lane	01762 015655	11/07/1990	Wed 17:00	16/02/2011	Road position
Mr	William	McClaren	3 Park View	01762 026784	12/07/1984	Wed 09:00	16/02/2011	Junctions
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	16/02/2011	Road position
Ms	Mary	Murphy	6 Castle Road	01716 907260	17/06/1981	Thu 09:00	17/02/2011	Road position
Mrs	Kate	Robson	27 High Street	01762 013422	27/06/1979	Mon 13:00	21/02/2011	Right turn
Ms	Aasha	Datta	5 Greystone Ct	01762 555491	18/07/1993	Mon 09:00	21/02/2011	Right turn
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	22/02/2011	Right turn
Miss	Jaime	Khan	78 Grange Lane	01762 015655	11/07/1990	Wed 17:00	23/02/2011	Right turn
Mr	William	McClaren	3 Park View	01762 026784	12/07/1984	Wed 09:00	23/02/2011	Clutch control
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	23/02/2011	Right turn
Ms	Mary	Murphy	6 Castle Road	01716 907260	17/06/1981	Thu 09:00	24/02/2011	Right turn
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	25/02/2011	Right turn
Mrs	Kate	Robson	Unit 4 Retail Park	01762 013422	27/06/1979	Mon 13:00	28/02/2011	Traffic lights
Ms	Aasha	Datta	5 Greystone Ct	01762 555491	18/07/1993	Mon 09:00	28/02/2011	Traffic lights
Mr	Alex	Smith	66 Island Street	01716 922096	15/07/1987	Mon 17:00	28/02/2011	Traffic lights
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	01/03/2011	Traffic lights
Miss	Jaime	Khan	78 Grange Lane	01762 015655	11/07/1990	Wed 17:00	02/03/2011	Traffic lights
Mr	William	McClaren	3 Park View	01762 026784	12/07/1984	Wed 09:00	02/03/2011	Hill starts
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	02/03/2011	Traffic lights
Ms	Mary	Murphy	6 Castle Road	01716 907260	17/06/1981	Thu 09:00	03/03/2011	Traffic lights
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	04/03/2011	Traffic lights
Mrs	Kate	Robson	Unit 4 Retail Park	01762 013422	27/06/1979	Mon 13:00	07/03/2011	Junctions
Ms	Aasha	Datta	5 Greystone Ct	01762 555491	18/07/1993	Mon 09:00	07/03/2011	Junctions
Mr	Alex	Smith	66 Island Street	01716 922096	15/07/1987	Mon 17:00	07/03/2011	Junctions
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	08/03/2011	Junctions
Miss	Jaime	Khan	78 Grange Lane	01762 015655	11/07/1990	Wed 17:00	09/03/2011	Junctions
Mr	William	McClaren	3 Park View	01762 026784	12/07/1984	Wed 09:00	09/03/2011	Reversing
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	09/03/2011	Junctions
Ms	Mary	Murphy	6 Castle Road	01716 907260	17/06/1981	Thu 09:00	10/03/2011	Junctions
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	11/03/2011	Junctions
Mrs	Kate	Robson	Unit 4 Retail Park	01762 013422	27/06/1979	Mon 13:00	14/03/2011	Clutch control

Ms	Aasha	Datta	5 Greystone Ct	01762 555491	18/07/1993	Mon 09:00	14/03/2011	Clutch control
Mr	Alex	Smith	66 Island Street	01716 922096	15/07/1987	Mon 17:00	14/03/2011	Clutch control
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	15/03/2011	Clutch control
Mr	Simon	Jones	56 Kestrel Road	01762 225597	10/07/1992	Tue 13:00	15/03/2011	Clutch control
Miss	Jaime	Khan	2a The Foundry	01762 015655	11/07/1990	Wed 17:00	16/03/2011	Clutch control
Mr	William	McClaren	3 Park View	01762 026784	12/07/1984	Wed 09:00	16/03/2011	Parallel parking
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	16/03/2011	Clutch control
Ms	Mary	Murphy	6 Castle Road	01716 907260	17/06/1981	Thu 09:00	17/03/2011	Clutch control
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	18/03/2011	Clutch control
Mrs	Kate	Robson	Unit 4 Retail Park	01762 013422	27/06/1979	Mon 13:00	21/03/2011	Hill starts
Mr	Alex	Smith	66 Island Street	01716 922096	15/07/1987	Mon 17:00	21/03/2011	Hill starts
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	22/03/2011	Hill starts
Mr	Simon	Jones	56 Kestrel Road	01762 225597	10/07/1992	Tue 13:00	22/03/2011	Hill starts
Miss	Jaime	Khan	2a The Foundry	01762 015655	11/07/1990	Wed 17:00	23/03/2011	Hill starts
Mr	William	McClaren	3 Park View	01762 026784	12/07/1984	Wed 09:00	23/03/2011	Emergency stop
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	23/03/2011	Hill starts
Ms	Mary	Murphy	6 Castle Road	01716 907260	17/06/1981	Thu 09:00	24/03/2011	Hill starts
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	25/03/2011	Hill starts
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	29/03/2011	Reversing
Mr	Simon	Jones	56 Kestrel Road	01762 225597	10/07/1992	Tue 13:00	29/03/2011	Reversing
Miss	Jaime	Khan	2a The Foundry	01762 015655	11/07/1990	Wed 17:00	30/03/2011	Reversing
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	30/03/2011	Reversing
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	01/04/2011	Reversing
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	05/04/2011	Parallel parking
Mr	Simon	Jones	56 Kestrel Road	01762 225597	10/07/1992	Tue 13:00	05/04/2011	Parallel parking
Miss	Jaime	Khan	2a The Foundry	01762 015655	11/07/1990	Wed 17:00	06/04/2011	Parallel parking
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	06/04/2011	Parallel parking
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	08/04/2011	Parallel parking
Ms	Helen	Richards	Grange Farm	01762 226354	30/07/1993	Tue 09:00	12/04/2011	Emergency stop
Mr	Simon	Jones	56 Kestrel Road	01762 225597	10/07/1992	Tue 13:00	12/04/2011	Emergency stop
Miss	Jaime	Khan	2a The Foundry	01762 015655	11/07/1990	Wed 17:00	13/04/2011	Emergency stop
Miss	Lai	Wang	2 Golfhill Road	01716 886364	22/05/1993	Wed 12:00	13/04/2011	Emergency stop
Mr	Konrad	Robson	9 Parkhill Ct	01762 225436	24/08/1991	Fri 12:00	15/04/2011	Emergency stop

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