

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in IT Skills  
Standard Level**

Scheme of Work

5281  
Electronic Communication  
Core Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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This application is designed to build on the Electronic Communication knowledge acquired at Foundation level. The candidate should understand what is meant by electronic communication and possess knowledge of the principles involved in obtaining information from network information services. The module focuses on the everyday uses of electronic mail (E-mail) and the purpose and uses of the World Wide Web (Internet) as an information source.

The candidate should know how to initialise and close the application **and** possess competent computer keyboard and mouse skills.

## What is Assessed in this Module?

Candidates will demonstrate the ability to:

- use a web browser
- access a web address
- use a search engine
- print results of search
- use favourites
- use E-mail
- manage the address book
- manage messages
- understand on-line communications, technical terminology, systems and procedures

## Underpinning Knowledge

Awareness of how to:

- use web browsers and access web addresses
- define favourite web pages
- use a search engine and print the results of the search
- use E-mail and manage an address book
- use on-line communications, technical terminology, systems and procedures

## Tutor Preparation Required to Deliver this Module

Below is a checklist of what you will need to set up before you run the course. Some of the items, such as an overhead projector, are optional.

You will need to:

- ideally, have one computer (PC) per candidate (although candidates can also share PCs) with MS Windows 95/98/NT/2000/XP and MS Internet Explorer/Outlook preloaded
- have Internet access for all PCs
- ensure that candidates have access to a printer – local or networked – that all candidates can print to
- create a folder on each PC containing the exercise data from the floppy disc (C:\My Documents) and a folder for candidates to save their work to (C:\My Documents\Candidate)

The exercise disc contains a sample website the candidates will use to practice browsing web pages. This saves some Internet connection time. The candidates will be able to view the pages from their local PCs – no HTTP server is required.

- set the default home page on each PC in Internet Explorer to Use Blank
- ideally each candidate should have an e-mail address, though this will be difficult to arrange in most training centres. If candidates do not have access to e-mail, make sure the Welcome messages remain in their Outlook Express Inbox for them to use as sample messages.
- identify a news server, if possible, for the candidates to connect to
- have overhead projector and screen OR PC with LCD projector/large monitor
- have flip chart, pens and whiteboard
- have CIE Support Guide
- have name cards, paper and pens for the candidates

## General Principles and Procedures

If using a network to deliver this course, you may prepare documents showing candidates how to log on.

## Important Note

The application module is only available as a combination of two practical exercises and an Objective Test. The practical exercises are designed without actual access to the Internet to enable all organisations to gain accreditation for the knowledge and skills required.

## Scheme of Work

Learning Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan One (1.25hrs)</b>				
<ul style="list-style-type: none"> <li>• introduction and course objectives</li> <li>• Getting Started with MS Internet Explorer (IE)</li>   <li>• use web browser</li> <li>• access web address</li> </ul>	<ul style="list-style-type: none"> <li>• 5.1</li> <li>• 5.2</li> </ul>	<ul style="list-style-type: none"> <li>• introduction of trainer, course and candidates</li> <li>• briefly explain what the Internet is and how it can be used</li> <li>• demonstrate different ways to access and exit IE5</li> <li>• demonstrate the Connection icon in the Windows Taskbar which is displayed when connected</li> <li>• revision of skills assessed at Foundation level</li> <li>• connect to the Internet</li> <li>• explain the terms web page and web site and the basic idea of a URL</li> <li>• demonstrate the use of hyperlinks to connect to other pages automatically</li> <li>• discuss how different browsers may show the same page differently but that IE5 can display all the latest multimedia technology</li> <li>• access a web page and point out hyperlinks and the browsing buttons</li> </ul>	<ul style="list-style-type: none"> <li>• CIE Tutor Support Guide</li> <li>• CIE Candidate Support Guide</li> <li>• OHTs</li> <li>• additional exercises for each Performance Criterion</li> </ul>	<p>It is important to let the candidates know what will be assessed at the end of the module. Tutors could provide a checklist with objectives that can be ticked off after each session so that candidates can track their progress.</p> <p>When exiting IE5 you are prompted to disconnect your PC from the Internet.</p> <p>Links can be text (usually underlined and blue) and graphics. The cursor changes to a pointing finger when moved over the link</p> <p>To demonstrate <a href="http://www.bbc.com">www.bbc.com</a> has plenty of interactive features and is free</p> <p>A URL contains the following information:</p> <ul style="list-style-type: none"> <li>• the type of service which should be used to get the data i.e. http</li> <li>• the name and country location of the host country</li> <li>• the location and name of the file</li> </ul> <p>URLs are case sensitive</p>

Learning Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Two (1.5hrs)</b>				
<ul style="list-style-type: none"> <li>• use search engine</li> <li>• print results of search</li> </ul>	<ul style="list-style-type: none"> <li>• 5.3</li> <li>• 5.4</li> </ul>	<ul style="list-style-type: none"> <li>• explain that there are two types of search engines:               <ul style="list-style-type: none"> <li>- search engines which use programs to collect information</li> <li>- directories which publish entries in a database</li> </ul> </li> <li>• use the Search button to access Microsoft's search engine page and demonstrate a search</li> <li>• demonstrate the automatic search feature (try typing Microsoft into the address bar)</li> <li>• discuss the use of search syntax to create more precise searches – “ ” to specify exact phrases, + to require a word and – to omit a word</li> <li>• demonstrate how to access pages found through using a search engine.</li> <li>• demonstrate saving, changing and printing pages</li> <li>• demonstrate using the right hand mouse button to save parts of a page using save target/picture as menu option.</li> <li>• demonstrate printing a web page.</li> </ul>	<ul style="list-style-type: none"> <li>• CIE Tutor Support Guide</li> <li>• CIE Candidate Support Guide</li> <li>• OHTs</li> <li>• additional exercises for each Performance Criterion</li> </ul>	<p>The web is a huge resource which is constantly changing. Search engines gather information about web pages and store it in a searchable database to be queried. This is a free service.</p> <p>No search engine contains a complete listing of web pages. If the one you choose does not find the information required – try another.</p> <p>IE contains a link to a search engine – the advantage of this is that searches can be entered and the web pages can be viewed at the same time.</p> <p>Search syntax can be used in ALL search engines</p> <p>Search Operators and Syntax can be found in the section entitled <i>Searching for Information on the Web</i> of the Candidate Support Guide and on OHT24</p> <p>Off-line pages are stored in a Windows System file and may not be immediately accessible to users. If an HTML page is to be saved as a file then the Save option can be used.</p>

Learning Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Two (1.5hrs) Continued</b>				
<ul style="list-style-type: none"> <li>use favourites</li> </ul>	<ul style="list-style-type: none"> <li>5.5</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate how to go to a favourite place</li> <li>demonstrate how to add a new link in the favourites list</li> <li>demonstrate the use of organise favourites box to create sub-folders and move links around</li> <li>show how links appear on the favourites menu with folders as sub-menus</li> <li>explain that the Links bar can be used to store links to your most favourite pages</li> <li>demonstrate how to work with the links bar by dragging some items onto it and removing a link.</li> <li>explain that IE keeps a list of the URLs which have been visited in the History list.</li> <li>display the history list and demonstrate how links are organised</li> <li>demonstrate the use of the View and Search buttons</li> <li>introduce the Internet Options dialogue box and demonstrate how to change the settings</li> </ul>	<ul style="list-style-type: none"> <li>CIE Tutor Support Guide</li> <li>CIE Candidate Support Guide</li> <li>OHTS</li> <li>additional exercises for each Performance Criterion</li> </ul>	<p>Favourites are bookmarks to pages that are interesting to the user. They are pages which will be revisited.</p> <p>Each favourite page must have a suitable name that identifies it to the user. The favourite list needs to be well-organised, with sub-folders for different topics.</p> <p>The point of having a favourite list is to avoid having to remember the URL for each page.</p> <p>The favourites list is shared with Windows so there may be some non-web page files and folders in there.</p> <p>The History list can be used to find websites again without having to remember the URL.</p>

Learning Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Three (1.5hrs)</b>				
<ul style="list-style-type: none"> <li>• use E-mail</li> <li>• manage address books</li> </ul>	<ul style="list-style-type: none"> <li>• 5.6</li> <li>• 5.7</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the use of: <ul style="list-style-type: none"> <li>- sending messages</li> <li>- receiving messages</li> <li>- replying to messages</li> <li>- filing mail</li> <li>- copying mail to other people (CC)</li> <li>- blind copying (BCC)</li> <li>- forwarding mail</li> <li>- attachments</li> </ul> </li> <li>• demonstrate how text and graphics can be copied and pasted between e-mails and other applications using the Cut/Copy and Paste functions</li> <li>• explain the risks of opening file attachments.</li> <li>• demonstrate how to: <ul style="list-style-type: none"> <li>- spell check</li> <li>- add a signature</li> <li>- set message priority</li> </ul> </li> <li>• demonstrate how to add addresses to an Address book</li> <li>• demonstrate how to create a group from addresses stored</li> <li>• demonstrate how to use the Address book when creating a message including sending a CC and BCC</li> </ul>	<ul style="list-style-type: none"> <li>• CIE Tutor Support Guide</li> <li>• CIE Candidate Support Guide</li> <li>• OHTs</li> <li>• additional exercises for each Performance Criterion</li> </ul>	<p>E-mail addresses follow the same format – the name of the person it is being sent to plus their location given by the domain name i.e.:</p> <p><a href="mailto:george@ucles.org.uk">george@ucles.org.uk</a></p> <ul style="list-style-type: none"> <li>• George is the name of the person</li> <li>• @ at</li> <li>• ucles.org.uk is the domain name or location of George</li> </ul> <p>Generally if an attachment is not expected or the sender is unknown it is considered best practice not to open the attachment.</p> <p>Groups, also known as Distribution Lists, are used to send the same message to several people.</p>

Learning Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Four (1.25hrs)</b>				
<ul style="list-style-type: none"> <li>• manage messages</li>   <li>• on-line communications, technical terminology, systems and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• 5.8</li>   <li>• 5.9</li> </ul>	<ul style="list-style-type: none"> <li>• explain that it is important to keep messages well organised and that messages should be stored in subfolders to make them easier to find</li> <li>• demonstrate how to: <ul style="list-style-type: none"> <li>- delete mail</li> <li>- create subfolders</li> <li>- organise subfolders</li> <li>- sort messages</li> <li>- highlight message</li> <li>- find messages</li> </ul> </li> <li>• revise all technical terminology introduced in this module</li> <li>• review all standard operating procedures which should be followed when using e-mail and the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• CIE Tutor Support Guide</li> <li>• CIE Candidate Support Guide</li>   <li>• OHTs</li>   <li>• additional exercises for each Performance Criterion</li> </ul>	<p>Mail messages take up space on the hard disk so unwanted or out-of-date mail should be deleted.</p>



## Resources

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### Online Resources

There are many sites available which cover this topic.

<http://www.microsoft.com/insider/guide/intro.asp>

The official Microsoft site for Internet Explorer. There are plenty of hints and tips on this site with useful screen shots. This site can be accessed in different languages by visiting <http://www.microsoft.com/worldwide> and selecting the appropriate country.

<http://www.yarden.ac.il/chinuch/english/TechKnow/nettutorial.htm>

Some useful hints and tips for candidates of all levels. There are also specific areas for teachers. The site also offers a background to the Internet – very informative.

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

This site offers useful hints and tips on searching the Web. Also available is a comprehensive glossary of terms and jargon used in association with the Internet.

<http://www.cie.org.uk/CIE/WebSite/UCLESData/Documents/Career%20%26%20Skills%20Awards/IT/Resources/glossary.pdf>

A Glossary of Terms is available on the CIE website, which is useful for this module.

### Books

McBride, P K *Skills Award in Information Technology: Standard Level* (Edition 2003)  
Cambridge University Press ISBN 0521525284

British Computer Society *A Glossary of Computing Terms* (Edition 1998)  
Longman ISBN 0582369673

### Other Resources

The built-in Internet Explorer/Outlook Express Help files have many hints and tips and include a search facility. Also available is the Windows demonstration presentation, which can be used to give an introduction to the Windows operating system.