

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in ICT  
Foundation Level**

Scheme of Work

5183  
Desktop Publishing  
Optional Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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This Optional Module is about using Desktop Publishing facilities to combine and present text and images within a document.

### What is assessed in this Module?

- controlling page format (page size and orientation, size of margins and the number, width and spacing of columns)
- loading prepared text from an existing file
- importing images
- changing the size of images
- editing text
- aligning text (left, centred, right, fully justified)
- using bold, italic and underline to emphasise text
- using different fonts and font sizes
- using headers, footers and page numbering
- inserting page breaks and column breaks
- saving and printing documents

### Tutor Preparation Required to Deliver this Module

You will need:

- a collection of leaflets, advertisements and magazine articles, prepared for display and discussion ( with appropriate captions, labeling and highlighting of particular features)
- access to suitable DTP facilities ( most currently available word-processing packages are likely to be more than adequate)
- prepared text files
- prepared image sources
- internet/intranet access for students in at least two of the 'teaching' sessions and during formal test sessions
- identified websites with suitable image/text sources
- printed instruction sheets and/or emailed instructions for each activity students will undertake
- (optional) individual progress review sheets for updating during the module

### Underpinning Knowledge

- basic keyboard and mouse skills
- the use and importance of layout and font in documents for visual impact and making them easy to use

### General Principles and Procedures

Students should be taught to consider the purpose of the document they are creating and how best to use different page layouts and features. They will need access to examples to support this throughout the module.

Introduce the idea that it is usual to import text and images into a prepared page layout, although where small amounts of text are involved, it is often easier to enter text directly. It is good practice to do basic editing for content and spellings **before** importing text into a DTP document. This is particularly important where large sections of text are involved. It is possible that in any one session, a large number of assessment objectives, skills and performance criteria will be addressed. Several of these will have already been covered in the Foundation Core Module, and individual students will be working with different degrees of mastery.

It is important to consider each student's progress before each session: in this way, you can focus on a small number of agreed assessment objectives and performance criteria for assessment and development with them during the session. One way of approaching this is to get students to complete short individual progress review sheets at the start of the module and/ or during the module.

## Scheme of Work

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Desktop Publishing</b>				
<b>Session Plan One</b>				
<ul style="list-style-type: none"> <li>page format</li> <li>load prepared text from an existing file</li> <li>import image from external source</li> <li>edit text</li> <li>align text</li> <li>emphasise text</li> <li>change font</li> <li>save and print document</li> </ul>	1.1.1 1.1.2 1.1.4 2.1.1 2.2.1 2.2.2 2.3.1 3.1.1 3.2.1 3.3.1 3.3.2 4.1.1	<ul style="list-style-type: none"> <li>introduction to the module</li> <li>preparing a short article or an advertisement containing images and text</li> </ul>	<ul style="list-style-type: none"> <li>Desktop Publishing facilities</li> <li>prepared text document(s), stored in folder 'DTP text sources'</li> <li>collection of suitable images, stored in folder 'DTP image sources'</li> <li>collection of leaflets, advertisements and articles for display and discussion</li> <li>identified websites from which students should download images or clip art or CD ROM sources.</li> <li>facilities to scan, take digital photographs or digitize</li> <li>printed instructions and/or emailed instructions for each student, for each task</li> </ul>	<ul style="list-style-type: none"> <li>key terms: page format, layout, portrait, landscape, clip art, digital source, resize image, aspect ratio, text wrap, body text, heading, sub-heading, serif /sans serif fonts, point size. The following are common to this module and the core module: Enter, delete, copy, replace, move, left/right aligned, centred, fully justified, bold, italic, underline.</li> <li>ensure that students have the chance to import images from more than one source. Candidates must be able to import from at least one digital source (e.g. Digital camera, scanner or digitiser as well as sourcing graphics from clip art, a bank of pictures arranged in-house, CD ROM or the internet. Set a task which involves only a basic layout, so that students can concentrate on importing and resizing images and on changing font or text alignment details?</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Two</b>				
<ul style="list-style-type: none"> <li>page format</li> <li>load prepared text from an existing file</li> <li>import image from external source</li> <li>edit text</li> <li>align text</li> <li>emphasise text</li> <li>change font</li> <li>headers and footers</li> <li>control pages</li> <li>save and print document</li> </ul>	1.1.1 1.1.2 1.1.3 1.1.4 2.1.1 2.2.1 2.2.2 2.3.1 3.1.1 3.2.1 3.3.1 3.3.2 3.4.1 3.5.1 4.1.1	<ul style="list-style-type: none"> <li>preparation work on layouts and text appearance</li> <li>preparing an article for a magazine</li> </ul>	<ul style="list-style-type: none"> <li>as above, with appropriate selection of display material and prepared instructions for the tasks to be done during the session</li> </ul>	<ul style="list-style-type: none"> <li>key terms: crop image, column width, column spacing (=‘gutter’), margins, header, footer, page numbering, page break, column break</li> <li>this session is meant to allow students to practice the basic skills from session one and to move on to more complicated layouts and image manipulation. In order to support this, you will need to provide more extended text files for students to import. (students should not have to spend a large proportion of the session keying in text at the expense of working text layout on appearance)</li> </ul>
<b>Session Plan Three</b>				
<ul style="list-style-type: none"> <li>all</li> </ul>	all	<ul style="list-style-type: none"> <li>preparing a leaflet</li> <li>continuing work on the magazine article</li> </ul>	<ul style="list-style-type: none"> <li>as above</li> </ul>	<ul style="list-style-type: none"> <li>this session is meant to give students further practice in using the full range of layout and text /image editing skills. Again, you will need to provide text files which will allow students to demonstrate control of column size, breaks and text wrapping</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Four</b>				
<ul style="list-style-type: none"> <li>all</li> </ul>	all	<ul style="list-style-type: none"> <li>review ( including completion / development of work )</li> <li>specimen paper</li> </ul>	<ul style="list-style-type: none"> <li>individual progress review sheet</li> <li>printed specimen paper for each student</li> <li>appropriate prepared files and facilities to support each of the tasks in the paper</li> </ul>	<ul style="list-style-type: none"> <li>use the first part of the session for reviews and completion of work or further practice. The second half of the session should be for the specimen paper and should follow formal test procedures as closely as possible</li> </ul>
<b>Session Plan Five</b>				
		<ul style="list-style-type: none"> <li>feedback</li> <li>further practice</li> </ul>	<ul style="list-style-type: none"> <li>marked specimen papers for each student</li> <li>prepared 'model' answers, preferably for display via projector and whiteboard, or as print-outs, or read-only files</li> <li>access to printing and internet facilities if appropriate to further practice tasks</li> <li>suitable dtp software</li> <li>prepared text and image files for further practice tasks</li> <li>prepared instructions (printed or emailed) for further tasks</li> </ul>	<ul style="list-style-type: none"> <li>the first part of the session should be used for feedback, and should identify specific skills and performance criteria for individual students to work on in the second half of the session</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Six				
<ul style="list-style-type: none"> <li>undertake Desktop Publishing Module Assessment</li> </ul>	all	<ul style="list-style-type: none"> <li>Desktop Publishing Module Assessment</li> </ul>		