

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in ICT  
Foundation Level**

Scheme of Work

5182  
Creating Charts  
Optional Module



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International Examinations

## Introduction

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This Optional Module is about using graphical presentation facilities to create and display charts.

### What is assessed in this Module?

- loading data from an existing file
- creating and labeling pie charts
- creating and labeling bar charts
- creating and labeling line graphs
- saving and printing charts

### Tutor Preparation Required to Deliver this Module

Students will need access to charting facilities, such as those provided by standard spreadsheet packages and access to printing facilities.

You will also need to provide:

- prepared spreadsheets and CSV files for students to work from
- prepared instruction sheets for each activity, ideally including screen shots of the charting process
- printed examples of charts, with the source data and with labels showing the key features of each chart

### Underpinning Knowledge

- what pie charts, bar charts and line graphs are.
- when to use each kind of chart
- basic spreadsheet operations

### General Principles and Procedures

Students should begin by modifying an existing spreadsheet, then move on to loading data from an existing file when they understand the basic charting operations.

You are likely to need several examples for students to practice on, particularly for bar charts and line graphs. Keep the first ones as simple as possible. Once students are able to carry out the basic operations, you can ask them to add, select or manipulate data in the spreadsheet before charting.

## Scheme of Work

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Creating Charts</b>				
<b>Session Plan One</b>				
<ul style="list-style-type: none"> <li>load data from an existing file</li> <li>create a pie chart</li> <li>save and print chart</li> </ul>	1.1.1 2.1.1 2.1.2 2.1.3 3.1.1	<ul style="list-style-type: none"> <li>introduction – types of charts</li> <li>creating a pie chart</li> </ul>	<ul style="list-style-type: none"> <li>access to charting facilities</li> <li>prepared CSV files for students to load/prepare spreadsheet file</li> <li>prepared instructions</li> <li>printed examples of pie charts and samples of source data</li> <li>access to printer</li> </ul>	<ul style="list-style-type: none"> <li>key terms: title, legend, segment labels.</li> </ul>
<b>Session Plan Two</b>				
<ul style="list-style-type: none"> <li>load data from an existing file</li> <li>create a bar chart</li> <li>save and print chart</li> </ul>	1.1.1 2.2.1 2.2.2 3.1.1	<ul style="list-style-type: none"> <li>creating a bar chart</li> </ul>	<ul style="list-style-type: none"> <li>access to charting facilities</li> <li>prepared CSV files for students to load/prepare spreadsheet file</li> <li>prepared instructions</li> <li>printed examples of bar charts and samples of source data</li> <li>access to printer</li> </ul>	<ul style="list-style-type: none"> <li>key terms: title, legend, category labels, value labels, scales</li> <li>you are likely to need several examples for students to practise on. Keep the first ones as simple as possible. Once students are able to carry out the basic operations, you can ask them to add, select or manipulate data in the spreadsheet before charting</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Three</b>				
<ul style="list-style-type: none"> <li>load data from an existing file</li> <li>create a line graph</li> <li>save and print chart</li> </ul>	1.1.1 2.3.1 2.3.2 3.1.1	<ul style="list-style-type: none"> <li>creating a line graph</li> </ul>	<ul style="list-style-type: none"> <li>access to charting facilities</li> <li>prepared CSV file for students to load /prepared spreadsheet file</li> <li>prepared instructions</li> <li>printed examples of line graphs and samples of source data</li> <li>access to printer</li> </ul>	<ul style="list-style-type: none"> <li>key terms: title, axis /axes, scales</li> <li>you are likely to need several examples for students to practise on. Keep the first ones as simple as possible. Once students are able to carry out the basic operations, you can ask them to add, select or manipulate data in the spreadsheet before charting</li> </ul>
<b>Session Plan Four</b>				
<ul style="list-style-type: none"> <li>all</li> </ul>		<ul style="list-style-type: none"> <li>review session</li> <li>specimen paper</li> </ul>	<ul style="list-style-type: none"> <li>charting facilities</li> <li>individual progress review sheet /file</li> <li>prepared instructions</li> <li>prepared CSV resource files</li> <li>access to printer</li> <li>specimen paper for each student</li> </ul>	<ul style="list-style-type: none"> <li>keep the review session short and positive: use it to identify what students most need to work on</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Five				
		<ul style="list-style-type: none"> <li>• feedback from practice test</li> <li>• specimen paper</li> </ul>	<ul style="list-style-type: none"> <li>• marked papers, for return to each student</li> <li>• prepared 'model' answers for the specimen paper</li> <li>• charting facilities</li> <li>• prepared CSV files</li> <li>• prepared instructions</li> <li>• access to printer</li> </ul>	<ul style="list-style-type: none"> <li>• the debrief should be fairly short and at the end of it each student should identify priorities for what they will work on in the remainder of the session</li> </ul>
Session Plan Six				
<ul style="list-style-type: none"> <li>• undertake Creating Charts Module Assessment</li> </ul>	all	<ul style="list-style-type: none"> <li>• Creating Charts Module Assessment</li> </ul>		