UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Diploma in ICT
Foundation Level

Scheme of Work

5181
Core Module

UNIVERSITY *of* CAMBRIDGE
International Examinations

Core Module

Communication

This section of the Core Module is about using the Internet and email to communicate.

What is assessed in this section of the Core Module?

Use of email to:
- receive and read messages
- send messages to other email users

Use of the Internet to:
- locate information on a specified website
- search for information using a search engine or index menu
- download and save information

NB. Saving and printing data is part of the Output Data section in the syllabus, but should be taught and assessed as part of this section.

Tutor Preparation Required to Deliver this Module

You will need to:

- set up individual email addresses for each student plus a 'tutor' address for students to send emails to
- prepare email message(s) to be sent to the students
- check connection to specified websites and location of files for download by students
- know what is on any specified website
- be aware of any Internet search results set for the students
- provide instructions showing what the students have to do
- prepare a bank of appropriate supplementary resources such as work done by students in previous years, brochures, catalogues and additional suitable websites

Underpinning Knowledge

- how to switch on and log-on where appropriate and how to log-off and shut down safely (opening and exiting the operating system)
- basic mouse and keyboard skills
- how to log-in to the email system
- how to log-in to the Internet

General Principles and Procedures

You will need to consider the range of prior experience and confidence of students: new procedures will need to be supported by notes with appropriate screen shots as well as by teacher demonstration. Before allowing students access to the Internet and to emails it is important to discuss what is sensible and appropriate use and what is not - for example, providing personal details.

As this is also an introduction to the course as a whole, it is important to ensure that students find the methods and materials relevant and interesting, and look forward to future sessions: it is a

good idea to give them an outline of what they will be doing, expressed in terms of questions they will answer or problems they will solve. It is helpful to have examples of work done by students in previous years to support this, demonstrating the variety of tasks and the standards which can be achieved.

It is good practice to have a 'teacher email address' to which students can send completed work throughout the course. You should give students a chance to use this on their first session and should aim to send email messages to students throughout the course, to provide instructions and informal feedback, for example.

You should also ensure that students are following good work practice before they move on to more extended searches and report production: check that students maintain correct positioning in relation to screen/keyboard/chair height and take regular breaks from work at a screen.

As students will be downloading files from the Internet, it is also important for them to understand how to save files with meaningful names and in appropriately named folders: initially, you may need to tell students what to call files and folders as well as where to place them.

Document Production

This section of the Core Module is about using word-processing facilities to manipulate text to produce an effective document, and to save and print the document as specified.

What is assessed in this section of the Core Module?

- entering data
- loading stored data
- how to insert, delete and move text
- control of alignment (fully justified, left aligned, right aligned and centered)
- emphasis of text (bold, italics, underline)
- change of font and control of text size
- paragraph spacing
- use of the spell-check facility
- saving and printing documents

Tutor Preparation Required to Deliver this Module

You will need:

- sample files for students to view (i.e. read only) as appropriate
- documents prepared for students to key text into and edit as specified
- emailed instructions and/or printed instruction sheets for each session and for each classroom activity (text to be keyed in should be provided on a printed sheet)

- ensure that documents can be printed from any student workstation
- ensure that students are able to keep more than one window open on screen if you want them to follow on-screen instructions

Underpinning Knowledge

- saving to hard disk or removable media
- types of storage (networks, hard disk, floppy disks and other removable media)
- file management

- file naming conventions
- how to adjust the size of a window and to move a window around the screen, and how to scroll within a window

If you send instructions by email or in a file for students to view on screen, you will need to make sure that students know how to have two documents or two applications open at the same time and how to arrange windows so that they can view them effectively.

General Principles and Procedures

Ensure that all students have the required basic knowledge and skills and to reinforce good practice; by asking students to use skills and knowledge covered earlier in the module, so try to send some session instructions and feedback by email rather than doing everything on printed sheets. Instructions for a particular task are easier to follow from a printed sheet rather than on-screen.

Try to choose material which will be more interesting or relevant to students. If you choose to follow a theme (e.g. tourism and theme parks) throughout the course, then the text for keying-in or editing will have more relevance if students know that it relates to this theme.

Data Manipulation

This section of the Core Module is about using spreadsheet facilities to handle data and solve problems, and to save and print data in a specified format.

What is assessed in this section of the Core Module?

- loading stored data
- entering text and numeric data
- entering formulae (using addition, subtraction, multiplication and division)
- sorting data in ascending or descending order using one criterion
- selecting subsets of data (searching on one criterion)
- aligning data in cells
- changing column width
- controlling the format of numeric data (integer and specified decimal places, percentage and currency)
- displaying formulae
- saving and printing spreadsheet reports, formulae and tables

Tutor Preparation Required to Deliver this Module

You will need:

- prepared spreadsheet files saved in a CSV format for each classroom activity that students will undertake
- printed instruction sheets for each classroom activity
- (if appropriate) prepared global email messages with instructions for the session, sent prior to the relevant session

Underpinning Knowledge

- opening and exiting the operating system
- opening and closing applications
- mouse operations

- purpose of different application types
- file management
- file naming conventions
- types of storage (networks, hard disk and floppy disks)
- loading stored data
- saving to hard disk or removable media
- how to adjust the size of a window and to move a window around the screen, and how to scroll within a window

If you send instructions by email or in a file for students to view on screen, you will need to make sure that students know how to have two documents or two applications open at the same time and how to arrange windows so that they can view them effectively.

General Principles and Procedures

Try to allocate some time during sessions to teaching, checking and reinforcing basic procedures. As students build up more documents it will be important to ensure that they know how to organise their work into folders and that they are keeping their disk workspace tidy.

Keying-in and checking data can be tedious, so try to choose content which students will find interesting. Again, it can be useful to set some tasks in the context of a common theme such as theme parks or tourism.

Students must be able to load data from existing files: this can mean loading from a prepared CSV file as well as opening an existing spreadsheet: the former makes more sense once students understand how spreadsheets 'work', e.g. format, controlling column width. You will need to modify some of the exercises so that students gain experience in loading CSV files when they are ready.

Output Data

This section of the Core Module is about producing data in a specified format.

What is assessed in this section of the Core Module?

- saving and printing documents or data as specified

Tutor Preparation Required to Deliver this Module

You will need:

- to ensure that documents can be printed from any student workstation

Underpinning Knowledge

- working with dialogue boxes to save files safely and in an appropriate format
- working with dialogue boxes to print documents and data as specified

General Principles and Procedures

This section of the module should not be taught separately, but should be integrated with the other sections on use of the Internet and email, word processing and spreadsheet facilities.

Scheme of Work

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Communication				
Session Plan One				
• the language and concepts used in electronic communication • read email • send email	1.1.1 1.2.1	• discuss course outline and samples of work by former students • examine sample messages (either on line or hard copy) to understand language used • read email(s) from tutor • send email to tutor email address	• samples of work by former students • global email with individual addresses for each student • tutor address for students to send email to	• if you plan to display samples of work via a folder on the computer the files should all be 'read only' and should be visible on screen at the start. • key terms: log on /in, user identity, password, desktop, icons, online /offline, inbox, open message, new mail, email address, subject, sent item, exit/quit, log off/out, shutdown.
Session Plan Two				
• locate information from a website • download information	2.1.1 2.3.1	• explore two pages of a website from a given URL to locate information • send email to tutor with the requested information (optional) • start at a named URL and show students how to print a web page and how to download information	• Internet/intranet access with a web browser • printed instruction sheet on how to access the internet and how to exit from it correctly • access to suitable printer facilities	• before giving students access to the Internet, it is important to discuss what is sensible and appropriate use of Internet and email and what is not. • key terms: URL, web address, web page, browser, menu, link, file size, download time

Session Plan Three and Four				
• search for information • download information	2.2.1 2.3.1	• set students a simple search using a specified search engine and print/download the relevant image or text. Discuss choice of key words and search strategies • ask students to repeat the exercise with a different, specified search engine and compare the results	• Internet/intranet access with a web browser and (preferably) at least two search engines • printed instruction sheet (or emailed instructions) • access to suitable printer facilities	• key terms: search engine, index, menu • review/explain good practice in choosing key words and search engines and in deciding whether to print directly, to download data or simply make a note of information. It may also be worthwhile teaching students how to use 'favourites' or 'bookmarks' • make sure that the searches you ask for will be straightforward and successful
Document Production				
Session Plan Five				
• load data from an existing file • key in text • delete text • move text • save and print document	3.1.1 3.2.1 4.1.1 4.2.1 11.1.1	• review samples illustrating the use of different fonts, emphasis and layout in different kinds of document • set students a range of short activities to practise moving text, deleting text and keying in text	• word-processor software • prepared documents for students to edit • printed instructions • access to printer facilities	• key terms: drag and drop, cut/copy/paste, template, save /save as • allow plenty of time for any keying-in exercise: this usually takes students longer than expected! Make sure that students have saved their edited version before the end of the lesson, so that this can be completed in the next session if necessary

Session Plan Six				
• align text • emphasise text • change font • paragraph spacing • use spell-check facilities • proof-read and correct document • save and print document	5.1.1 5.2.1 5.3.1 5.3.2 5.4.1 6.1.1 6.2.1 11.1.1	• provide template documents for students to edit	• word-processor software • prepared documents for students to edit • printed instructions • access to printer facilities	• key terms: toolbar, align left, centre, align right, justify, bold, italic, underline, line spacing, paragraph spacing, proof-reading, draft copy • it can be helpful to give students a text document containing a heading and several paragraphs then allow them to 'play' with the font and alignment tools for a few minutes without saving the results. You can also use this as a basis for discussion about the effective use of text appearance and layout
Session Plan Seven				
• any of above, related to communications and document production, as appropriate		• review session • individual progress review • completion of any unfinished tasks • provide further tasks so that students can rehearse skills and knowledge or work on gaps/weaknesses in their learning so far	• Internet/intranet access with a web browser • additional email address for students to send to if appropriate • word-processor software • prepared documents for students to edit • printed instructions • access to printer facilities	• after about a half term's work, it is important to give students a chance to consolidate their learning before moving on

Data Manipulation

Session Plan Eight

• load data from an existing file • enter text • enter numeric data • enter formulae • display formulae • save and print data/document	7.1.1 7.2.1 7.3.1 8.1.1 10.4.1 11.1.2	• introductory activity: how do spreadsheets help? When are they useful? • entering data and formulae into existing files to solve problems	• spreadsheet software • prepared samples illustrating uses of spreadsheets • prepared files, ready for students to enter data • printed instructions and /or prepared, global email instructions as appropriate • access to printer and/or email facilities	• key terms: spreadsheet (workbook and worksheet if appropriate), cell, column, formula • students are likely to work at very different speeds when entering data and using formulae. Be prepared to use a range of activities, spread over sessions 7 and 8, and ensure that students know how they are expected to save work on completion or before the end of the session • emphasise good practice in setting out worksheets e.g. using bold to highlight important information such as column headings or totals

Session Plan Nine

• load data from an existing file • enter text • enter numeric data • enter formulae • display formulae • save and print data/document • align data • column width • adjust numeric formatting	7.1.1 7.2.1 7.3.1 8.1.1 10.4.1 11.1.2 10.1.1 10.2.1 10.3.1	• further work on entering data and formulae into existing files • using these files and/or others to learn how to change column width, align data and adjust numeric formatting	• spreadsheet software • prepared files, ready for students to enter data • printed instructions and /or prepared, global email instructions as appropriate • access to printer and/or email facilities	• key terms: alignment, format, numeric formatting (integer, percentage, currency, decimal places)

Session Plan Ten				
• sort data • select subsets of data	9.1.1 9.2.1	• sorting data • searching data	• spreadsheet software • prepared files, ready for students to carry out searches and sorts on. • printed instructions • access to printer facilities	• key terms: sort, search, filter, ascending, descending, text, numeric • remind students that it is vital to save before carrying out any reorganisation of data
Session Plan Eleven				
• any of above as appropriate		Review session: • individual progress review • completion of any unfinished tasks • provide further tasks so that students can rehearse skills and knowledge or work on gaps/weaknesses in their learning so far	• spreadsheet software • word-processor software • prepared documents for students to edit • printed instructions • access to printer facilities	• check that students have all work filed sensibly • outline the format of the practice test to be taken next session and any special arrangements for the session
Session Plan Twelve				
• all	all	• practice test	• access to each kind of software /facility needed to attempt the practice test questions • printed 'practice test' paper for each student • prepared files for each question	• try to make the arrangements for the test as close as possible to the Core Module test
Session Plan Thirteen				
		• practice test debrief session: discussion of tasks and answers.	• marked printouts for each student • prepared model answers for each task	• review special arrangements and procedures for test

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Session Plan Fourteen				
• undertake Foundation Core Module Assessment	All	• Core Module Assessment		• needs extended session