



**Candidate Kit**

# **Edexcel GCSE Applied ICT (Double Award)**

March 2004

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*Success through qualifications*

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## Teachers Notes

### Introduction

These materials have been put together by members of the Examining team overseen by the Principal Examiner. While the materials cover most of the requirements for the externally assessed unit students should not rely purely on these materials for their revision.

### There are two sections:

- **Subject specific help**
- **Exam tips – these are generic**

### Subject specific help

A variety of approaches and activities have been developed in order to help the students prepare for their summer exams. There is a specific section in this pack on 'Managing your exam – Printouts'.



### Revision Checklist

Examiners have reviewed the unit being tested and devised a checklist for the students.



### Revision Activities

There are revision activities for each aspect of the ICT paper. Within the activity sheets there are sections to help the student called 'Mark alert' and 'What does that mean?' These could be used to reinforce good practice.

### Data files

Students will need to access the data files for the summer 2003 exam.

### Tip Sheets

These sheets could be photocopied for the students.



### Answers

There are answer pages at the back of this section.

### Exam tips

These pages were created as a generic pack for the candidate kits but they have been modified to make them relevant to GCSE Applied ICT.

Edexcel centres may photocopy the materials in this pack.

## Notes



Revision Pack

# Edexcel GCSE Applied ICT (Double Award)

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## Can I do this?

Students who take this Applied GCSE in ICT achieve grades from G to A\*.

In the exam there will be tasks to test skills at all the grades. You need to check each skill you have been taught and make sure that you can remember how to do it. There may be some skills that you are not taught at all because they are not right for you.

If you do not have a skill by the time you sit the exam, it is important that you know this so that you do not waste too much time struggling. If you come to a task that you know you cannot do, you should move on and check whether you can do the rest of the tasks in the activity. If not, you should move on to the next activity. You can always go back if you have time at the end.

On the next four pages you will find a checklist for each of the types of software you use and for integration skills (where you use items from more than one type of software such as a spreadsheet in a report).

For each skill, the question you need to ask yourself is 'Can I do this?' You should then tick one of the three columns:

- **Yes, I can** (you are confident that you have this skill)
- **Need to revise** (you think you can do it but you need to remind yourself how)
- **Not for me** (you know you can't do this and you won't learn it before the exam)

**Use a pencil** so that you can change your mind as you revise different areas.

**Check with your teacher that you have got it right!**



## Revision Checklist

Spreadsheets - can I do this?	Yes, I can	Need to revise	Not for me
Know the difference between a row and a column			
Use cell references such as A1, D3, etc			
Enter data into a spreadsheet			
Print spreadsheets in formula view			
Print in landscape or portrait			
Enter a <u>suitable</u> title on a spreadsheet			
Use a <u>sensible</u> layout for a spreadsheet			
Enter formulae with *, /, +, - such as =D3*C3			
Format cells to text, numeric, currency			
Set the number of decimal places for currency/numeric			
Set a currency (£) symbol			
Enter a range of data eg text, number, currency			
Enter simple formulae			
Replicate formulae (copy down)			
Use the SUM function for a range of cells such as =SUM(B1:B7)			
Only use SUM to <u>add</u> a range of values			
Use the AVERAGE function such as =AVERAGE(B1:B7)			
Insert and delete rows and columns			

Print spreadsheets to fit on one A4 page			
Copy data between cells			
Move data to different cells			
Select suitable charts/graphs			
Enter a suitable title on a chart/graph			
Select the correct data in a spreadsheet to produce a chart/graph			
Enter suitable data labels			
Enter suitable axis labels			
Enter a suitable legend			
Avoid unnecessary information in a chart/graph such as the Series 1 legend			
Save a chart/graph as a separate sheet			
Enter appropriate formulae to calculate percentages (VAT, discount, etc)			
Use the IF function			
Enter given messages in an IF statement			
Tell the difference between < and >			
Use < or > in an IF statement			
Use <= or >= in an IF statement			
Use a formula instead of a message eg=If(D5<C5, D5-C5,"OK")			
Use the logical operators AND, OR, NOT			
Use absolute cell references/named cells			
Print selected areas of a spreadsheet			
Check that formulae are correct			
Check that a spreadsheet is fit for purpose			





## Revision Checklist

<b>Databases - can I do this?</b>	<b>Yes, I can</b>	<b>Need to revise</b>	<b>Not for me</b>
Know the difference between a record and a field			
Use suitable field names			
Select suitable data types including text, numeric, currency, date/time			
Choose suitable field sizes			
Enter records into a database table			
Know the difference between ascending and descending for numeric and text fields			
Sort a table on a field in ascending or descending order			
Search on a single field in a table using =, >, <			
Print a table or search/sort results using the method chosen by my teacher			
Print in landscape or portrait			
Make sure that all data is visible			
Include a header and footer on a printout of a table or search/sort results, using the method chosen by my teacher			
Select and print only certain fields			
Identify and create a primary key			
Create and use a data entry form			
Produce screen shots of design view, data entry etc when asked to			
Produce a report using database software			
Enter a suitable title on a database report			

Print only certain fields in a report			
Add a header at the top of a database report using database software			
Add a page footer at the bottom of a database report using database software			
Produce a database report using the results of a search/query or sort			
Make sure that a report is fit for purpose			
Understand the purpose of validation rules			
Print to fit on an A4 page			
Sort a table on a date or time field in ascending or descending order			
Establish appropriate validation rules/input masks			
Sort on one field with a secondary sort on another field			
Search using <= or >=			
Search on more than one field in a table			
Understand the purpose of primary and foreign keys			
Set up a relationship between two tables			
Search on related tables			
Print selected fields from two tables			



## Revision Checklist

<b>Word processing - can I do this?</b>	<b>Yes, I can</b>	<b>Need to revise</b>	<b>Not for me</b>
Enter text			
Use suitable font styles and sizes			
Use bold, italic and underline			
Use suitable margins			
Cut, copy, paste and move text			
Use a spellchecker			
Print in landscape or portrait			
Use right, left, centre and full alignment/justification			
Enter page headers and page footers			
Use suitable bullet points			
Incorporate clipart			
Use colour			
Use wizards and edit appropriately			
Import graphics and text from data files			
Wrap text around graphics/charts, etc			
Understand the purpose of a house style			
Use templates			
Identify standard business documents such as letters, memos, agendas, faxes, invoices			
Create or edit the standard layout and features of business letters, including letterheads			

Create or edit the standard layout and features of business memos			
Create or edit the standard layout and features of business agendas			
Create or edit the standard layout and features of faxes			
Create or edit the standard layout and features of invoices			
Choose an appropriate document style for a particular purpose			
Create a standard mail merge letter including merge fields from a database			
Use appropriate merge fields with correct layout			
Merge a letter with a database			



## Revision Checklist

<b>Presentations - can I do this?</b>	<b>Yes, I can</b>	<b>Need to revise</b>	<b>Not for me</b>
Design a storyboard for a presentation including layout, text, graphics, colours			
Use arrows to show a navigation route			
Create a presentation			
Produce individual slides			
Enter text into a slide			
Import text and images from other sources, including data files			
Combine the separate components to create a final presentation			
Edit a presentation			
Print individual slides to fit to a specified page			
Print 2,3,4,5,or 6 slides to a page			
Annotate different types of component (such as text and graphics)			
Produce a set of slides that have consistent layout, style and background			
Check that a presentation is fit for purpose			



## Revision Checklist

<b>Integration - can I do this?</b>	<b>Yes, I can</b>	<b>Need to revise</b>	<b>Not for me</b>
Transfer data between different types of software			
Import text files			
Import graphics from file			
Import data from database files into presentation/word processing software			
Import data from spreadsheet files into presentation/word processing software			
Import charts/graphs into presentation/word processing software			
Position the different elements of a document so that it makes sense and is fit for purpose			
Use techniques such as resizing and text wrapping to improve the layout			
Check that a product has consistent layout and style			
Check that a finished product is fit for purpose			

## Managing your exam – Printouts



You will maximise your chances of success if you make sure you follow these important steps in the exam.

### **CHECK and CHECK again**

When you get your printout go through the task again to see if your printout shows all the information asked for, things to watch for are:

- **spelling**, don't just rely on a spell checker, read it through as well
- **'cut off'** columns on spreadsheets and databases so you can't read all the information, this is especially important when showing spreadsheet formulae
- **all on one page**, make sure that nothing has run over on to a second page, can you see everything you expected to be on the page
- **graphics** are not distorted (wrong proportions) and are the size you originally planned
- **your details and correct labels** are on your work as without these your work may not be marked. Read the following information carefully

### **INSTRUCTIONS FOR LABELLING OF PRINTOUTS**

There are new instructions for labelling your printouts. If you do not follow the instructions for each task, your work may not be marked.

Please read these instructions carefully.

#### **(A) General**

You must enter your name, number, centre number and task name on ALL tasks BEFORE PRINTING.

You must enter these details in the header or footer of the document, unless the instructions tell you to do something different. This includes tasks where a database report is required.

#### **Note**

- Be careful when creating a database report – the footer must be at the bottom of the page. Make sure you use the page footer and not the report footer.
- There are special instructions when you are asked to print a database table or the results of a search/query or a sort. See section B.
- For multimedia/presentation software, if you are asked to print more than one slide on a page, you should use the page header/footer rather than the slide header/footer so that the details are big enough for the examiner to read.

## **(B) Database tables and search/sort results**

For database tables/searches/sorts ONLY, you may use any suitable method to label before printing. Ask your teacher which method you should use. Below are two examples of tasks using database software:

### **Example 1**

*This example asks you to print the results of a search/query. Ask your teacher which method you should use to enter your name, number, centre number and task name in case you get tasks like this in the exam.*

#### **Task DB2**

**You MUST enter your name, candidate number, centre number and task name BEFORE PRINTING.**

Anil wants a list of all events on the ski slope.

1. Use database software to run a search/query on the EVENTS Table to find these events.
2. Save the results of the search/query as **DB2**.
3. Make sure that your name, candidate number, centre number and task name are entered **BEFORE PRINTING**.
4. Print the results of your search on **one A4 sheet**.

### **Example 2**

*This example asks you for a report using database software. Make sure that you can enter headers and footers in database reports.*

#### **Task DB3**

**You MUST print directly from the database software.**

Anil wants a database report for Mike Redhead showing the results of the search from Task DB2.

1. Create the report using database software.
  - Show only StartTime, EventName, EventType and StaffID.
  - Enter the title '**Open Day Ski Slope Events**'.
  - Enter **DB3** in the header of the document.
  - Enter your name, candidate number and centre number in the footer at the bottom of the page **BEFORE PRINTING**.
  - Make sure the report fits on **one A4 sheet**.
2. Save your report.
3. Print a copy of your report, using the database software, on **one A4 sheet**.



## Spreadsheet activity



The purpose of this activity is to provide you with the opportunity to practise some of the skills you will need in the exam.

This activity will test your ability to:

- open a spreadsheet
- format a spreadsheet
- enter formulae into a spreadsheet
- print a spreadsheet in value and formula view
- produce a chart

### Step 1

Open the spreadsheet file BIKEINCOME (data files for Summer 2003).

### Step 2

Enter the label "Income Per Bike" in Cell D2.

#### Mark alert!

To ensure you get your mark – check that you typed Income Per Bike as it appears including the capital letters and spelling.

Income Per Bike	✓
income per bike	×
Incone Per Bike	×

### Step 3

Enter a **formula** in Cell D3 to calculate the income from Boneshaker. Do NOT use a function.

#### What does that mean?

A **formula** uses symbols such as +, -, \*, / to add, subtract, multiply and divide. Formulae start with an equals sign (=) and in Excel they use cell references (such as B3 and C3). For example, the formula for Step 3 is:

**=B3\*C3**

*If you are not using Excel check with your teacher for the correct way to do a formula!*

#### Step 4

Copy down the formula in Cell D3 for the other bikes.

#### What does that mean?

**Copy down.** You may know this as replicate, fill down or drag down. Instead of typing the formula in for each bike, you copy or replicate it. If you don't know how to do this, ask your teacher!

#### Step 5

Enter a **formula** in Cell D9 to calculate the total income. This formula should use a function.

#### What does that mean?

A **function** can be used for certain types of calculations using a range of cells. For example, you could enter:

**=D3+D4+D5+D6+D7+D8**

You would get a mark for this but it is not the best answer because it does not use a function.

If you did Step 5 using a function in Excel, it would look like this:

**=SUM(D3:D8)**

This would get more marks. SUM is a function to add a range of cells.

The other functions you need to know are AVERAGE and IF...THEN.

*If your school uses a different spreadsheet package, check with your teacher for the correct way to do a function!*

#### Mark alert!

Don't use SUM unless you are adding up a column or row of numbers (range of cells)!

#### Step 6

Format the values in column D to currency (£), with 2 decimal places.

#### Mark alert!

<b>£2310.00</b>	✓	
<b>2310.00</b>	×	<b>No £ sign</b>
<b>£2310</b>	×	<b>Not 2 decimal places</b>

### Step 7

Enter your name in the footer BEFORE PRINTING. Print the spreadsheet showing values not formulae.

#### Mark alert!

If you don't enter your name before printing, your work may not be marked.

### Step 8

Change your spreadsheet to **formula view**. Print the spreadsheet showing gridlines and row/column headings. Make sure your spreadsheet fits on one A4 sheet.

#### What does that mean?

In **formula view** you can see the formulae in each of the cells. If you don't know how to do this, make sure you ask your teacher.

When you show **row/column headings and gridlines** you can see the row numbers, column letters and the spreadsheet lines on your printout – just like you can see on screen.

#### Mark alert!

Not printing your formula view will mean that you will lose all the marks given for entering each formula. This is because the examiner does not know whether you used a formula or just typed in the answer.

If you are asked to make sure your print fits on one A4 page, you may lose a mark if it prints out onto 2 pages.

### Step 9

Produce a chart to show the income from bike hire in April for the staff notice board. Use a **suitable chart** to show this information. Use a **suitable title** and **axes labels**.

#### What does that mean?

A **suitable chart** to show this kind of information would be a bar chart or a column chart.

**Axes labels** – you should make sure that you insert labels for your x-axis (the one across the bottom) and your y-axis (the vertical one). Suitable labels might be **Name of Bike** for the x-axis and **Income** for the y-axis.

Data labels and scales – you should make sure that all labels (such as bike names) are clearly shown and that the scale makes it easy to read the values.

A **suitable title** is one that reflects the content of the chart. For example, **Income from Bike Hire in April**.

**Mark alert!**

Check that you have spelt your title and labels correctly and have used capital letters.

**Income from Bike Hire in April** ✓

**income from Bike Hire in april** ×

**Legends**

Only use a legend with a pie chart or a comparative bar chart (where there is more than one bar for each item). If you used a legend in this task, you would lose a mark.

**Fit for purpose – fit for marks**

Each spreadsheet activity in the exam carries some marks called 'Fit for Purpose' (FFP). These marks are only given if your work would be good enough to be used in a real life setting.

Your chart would not be fit for purpose if it had mistakes such as spelling errors, had no title or you had selected the wrong information or included unnecessary information such as the total.

If your chart is good enough to put on the notice board, it is fit for purpose and will get the FFP mark.

Now try the Spot the Difference Activity

The first spreadsheet (A) is correct. In the second spreadsheet there are three mistakes that would lose the student marks – circle the differences?

**Spreadsheet A**

	A	B	C	D
1	<b>Income from bike hire in April</b>			
2	Name of bike	Daily charge	No. hired	Income per bike
3	Boneshaker	£11.00	210	£2 310.00
4	Dirt Thrasher	£10.00	375	£3 750.00
5	Lazybones	£14.00	150	£2 100.00
6	Speedstar	£12.00	199	£2 388.00
7	Tiger	£8.00	233	£1 864.00
8	Venom	£12.00	280	£3 360.00
9			<b>Total</b>	£15 772.00

**Spreadsheet B**

	A	B	C	D
1	<b>Income from bike hire in April</b>			
2	Name of	Daily charge	No. hired	Income par bike
3	Boneshak	£11.00	210	£2 310.0
4	Dirt	£10.00	375	£3 750.0
5	Lazybones	£14.00	150	£2 100.0
6	Speedstar	£12.00	199	£2 388.0
7	Tiger	£8.00	233	£1 864.0
8	Venom	£12.00	280	£3 360.0
9			<b>Total</b>	£15 772.0



## Spreadsheets

If you are hoping to gain a high grade on the examination, you will need to be able to do more complex formulae and functions on the spreadsheet activity.

Here are some of the skills you may need:

- ✦ relative and absolute cell references
- ✦ IF...THEN statements
- ✦ use of mathematical/logical operators
- ✦ printing a section of a spreadsheet

## Relative and Absolute Cell References

Make sure you know the difference. When you replicate (or copy down) a formula, you notice that the formula “moves on” one cell at a time.

For example, the formula below is the original formula.

Income Per Bike
=B3*C3

When replicated, the cell references change, these are relative cell references.

Income Per Bike
=B3*C3
=B4*C4
=B5*C5
=B6*C6
=B7*C7
=B8*C8

With absolute cell references, the cell reference remains the same for a particular cell. This is so the formula uses the same cell each time.

10% of Income
=D3*\$E\$11
=D4*\$E\$11
=D5*\$E\$11
=D6*\$E\$11
=D7*\$E\$11
=D8*\$E\$11
0.1

If you don't know how to use absolute cell references, ask your teacher for help. If you use a spreadsheet package other than Excel, ask your teacher to show you how this will look.

You can use a Named Cell reference instead of an absolute cell reference if this is the way you have been taught.

## IF...THEN

You may be required to produce an IF statement for the spreadsheet activity. This may be a simple IF statement or it might be quite complex. The important thing to remember is to have a go. You may not need to get the statement completely correct to pick up some marks. These examples use the file BIKEDEMAND (from data files for Summer 2003).

### Simple IFs

This spreadsheet uses an IF statement to tell whether to order more bikes. If the number in stock is 10 or less, it will display a message to order now otherwise it will display a message to wait to order.

	A	B	C	D	E	F	G
12	Number in stock	10	13	5	8	10	10
13							
14	Amount to order	Order Now	Wait	Order Now	Order Now	Order Now	Order Now

The formula view for A14 and B14 is:

Amount to order	=IF(B12<=10,"Order Now","Wait")
-----------------	---------------------------------

Note the statement uses the less than or equals operator <=10. This is because you want to include 10. Make sure you understand why the operator is <= and not just <.

As an alternative, you can do greater than 10 (>10) and swap round the messages.

### MARK ALERT!

You will lose a mark if you do not use the correct operator(s).

=IF(B12<=10,"Order Now","Wait")	✓
=IF(B12<10,"Order Now","Wait")	×
=IF(B12>10,"Wait","Order Now")	✓
=IF(B12>="Wait","Order Now")	×

Make sure you do not throw away marks with spelling errors

=IF(B12<=10,"Ordr Now","Wait")	×
--------------------------------	---

## More Complex IF

In this example, the Bike Shop owner wants to order extra bikes if the average demand is more than the number of bikes in stock. The IF statement must calculate how many to order – this is the difference between the average demand and the number in stock. If there is nothing to order, it should display the message “No Order”.

	A	B	C	D
12	Average Demand for each bike	10	16	20
13				
14	Number in stock	10	13	5
15				
16	Amount to order	No Order	3	15

The formulae for the first bike might look like this:

	A	B
12	Average Demand for each bike	=AVERAGE(B4:B10)
13		
14	Number in stock	10
15		
16	Amount to order	=IF(B12>B14,B12-B14,"No Order")

There are other criteria that will work, such as  $B12-B14>0$ . Try them out!

### MARK ALERT!

It is worth printing the formula view of your IF statement even if it does not work. For the above IF statement, you might get some marks if your IF statement worked in some way even if it did not give the right answer. You might also get marks if certain parts of the statement were correct even though you get an error message. Always have a go.

Always remember to widen your columns on your formula view so that the examiner can see the whole formula. Otherwise, you will only get marks for the part the examiner can see.

### Printing a Selection

When you print your spreadsheet, you might be asked to print just some of the cells. Ensure that you know how to do this, as you will lose marks if you print more than requested. Remember to print your row and column headings and ensure that your columns are wide enough to read all values or formulae. Sometimes you will want to leave out some rows/columns to make the spreadsheet fit for purpose.

### MARK ALERT!

For full marks, make sure that your spreadsheet is FIT FOR PURPOSE. Check your spellings and use of capitals. Use bold if the text you are copying from uses bold or if the other titles in a row or column are bold.



## Database activity 1



The purpose of this activity is to provide you with the opportunity to practise some of the skills you will need in the exam.

This activity will help you to check that you are able to:

- open a database table
- sort a database table
- sort correctly in ascending or descending order
- create queries on single and multiple fields
- produce a report

### Step 1

Open the database called BIKEDATA (data files for Summer 2003)

Open the table called BIKEDATA.

### Step 2

Sort the table in **ascending** order of **Daily Charge**

#### What does that mean?

**Sort** means to put the table in order by one field, in this case, Daily Charge. Make sure that the whole table is sorted, not just the Daily Charge field.

**Ascending** means putting the figures in the Daily Charge field in order from the lowest to the highest. This means the smallest figure will be first in the table and the biggest figure will be at the end.

If you need to sort a text field, ascending means A – Z and descending means Z – A.

### Step 3

Make sure your name is entered BEFORE PRINTING. Print your sorted table. Make sure that all the columns are wide enough to show the information.

#### What does that mean?

You will need to ask your teacher to show you how to put your name on database table print out. This is because your school will have decided the best way to do this.

You must make sure that your columns are wide enough to see all your text.

**Mark alert!**

If you don't enter your name BEFORE PRINTING your work will not be marked.

**Step 4**

Use database software to run a search/query to find all blue bikes. Show all fields.

**Mark alert!**

It is important that you read the instructions carefully to see which fields need to be displayed.

You may lose marks if you show fewer or more fields than requested.

**Step 5**

Use database software to run a search/query on the BIKEDATA table to find bikes where the number in stock is **less than 7**. Sort your table in **descending** order of Bike Name. Show only Bike Name, Bike Type, Size and Number in Stock.

**What does that mean?**

**Less than 7.** This means you must use an operator that gives you this information. Remember < is less than and > is more than. In this example, you do not want to include bikes with 7 in stock so you will use <7. (If you wanted to include bikes with 7 in stock, you would need to include the = sign as well. For example, <=7).

**Descending.** This means that you want reverse order, Z to A. If you sort numbers in descending order it would be biggest to smallest.

**Mark alert!**

You may lose marks if you use the wrong search and get too many or too few records.

You may lose marks if you display more fields or fewer fields than those requested.

You may lose marks if you do not sort by the right field and in the right order.

### Step 6

Produce a screen shot showing the search/query design you used for Step 5. Paste the screen shot into a word processing document. Make sure all field names and information can be seen. Enter your name in the footer of the document.

#### What does that mean?

Sometimes the examiner needs to see what is on your screen and you will be asked for a screen shot. You will need to paste the screen shot into a word processing document so that you can print it. If you are not sure what a screen shot is or how to do one, ask your teacher now.

#### Mark alert!

Only produce screen shots when requested or for database tables and search/sort results if your teacher has told you to use that method.

### Step 7

Produce a **report** using the search carried out at Step 5. Your report should include your name in the footer. Give your report the title – Bikes With Less Than 7 In Stock.

#### What does that mean?

If you are asked to produce **report** in a database activity, then you MUST use database software to produce this report. You should not copy and paste your query/search into a word processing document and call this a report.

#### Mark alert!

Make sure you:

- use the right query to produce your report
- use database software to produce the report
- enter your name in the footer BEFORE PRINTING
- type the title correctly – using the capitals required
- widen your columns to allow all text to be seen

Now try the spot the difference activity.



## Database activity 2

### Spot the difference

Look at these two versions of part of a report. The first one is correct, the second has three mistakes. Can you spot them?

<b>Bikes With More Than 3 In Stock</b>			<b>Bikes With More Than 3 In stock</b>		
<b>Bike Name</b>	<b>Bike Type</b>	<b>Size</b>	<b>Car Name</b>	<b>Size</b>	<b>Bike Type</b>
Boneshaker	Touring Bike	Large	Boneshaker	Large	Touring Bike
Dirt Thrasher	Mountain Bike	Large	Dirt Thrasher	Large	Mountain Bike
Dirt Thrasher	Mountain Bike	Medium	Dirt Thrasher	Medium	Mountain Bike
Speedstar	Racing bike	Small	Speedstar	Small	Racing bike
Speedstar	Racing Bike	Medium	Speedstar	Medium	Racing Bike
Tiger	Mountain Bike	Medium	Tiger	Medium	Mountain Bike
Tiger	Mountain Bike	Small	Tiger	Small	Mountain Bike
Venom	Mountain Bike	Large	Venom	Large	Mountain Bike
Venom	Mountain Bike	Large	Venom	Large	Mountain Bike

## Word processing activity



The purpose of this activity is to provide you with the opportunity to review some of the skills you will need in the exam.

This activity will test your ability to:

- identify good practice
- appreciate the importance of Fitness for Purpose

Look at the following statements and decide whether they are true or false. Give a reason.

Statement	TRUE/ FALSE	Reasons
Using Word Art for a title on a poster will always make my poster look much better.		
Using spell check is a good use of my time.		
As long as I use spell check, I do not have to proofread my work.		
I can make my posters or leaflets look better if I use lots of different pictures.		
When I want to resize my pictures, I should keep the original proportions.		
When text is provided for letters or posters, it is best to import that text exactly and not add any extra information.		
It is important to put the date on letters or memos.		
It doesn't matter if you forget which salutation or close to use, eg it doesn't matter if you use Dear Sir with either Yours sincerely or Yours faithfully.		
It looks better if I use different sizes and styles of font in my work.		
As long as I put all things I need on my poster, it doesn't matter where they go.		



## Pay careful attention!

- On the next two pages are **two** posters (A and B) designed by students, they look similar but the first poster was given full marks (14) whilst the second got a lot less!
- Use the mark scheme below, and the first poster, to spot what the second student did wrong.
- *Some additional comments have been added in italics to help you, these would not usually be in the mark scheme*

Mark	Reason for mark	What was wrong with Poster B
1	Correct heading – A SMART MOVE.	
2	Heading in capitals or capital at start of each word.	
3	Smarts logo inserted, correct proportions. <i>The quality of the image would be much better in a students printout.</i>	
4	Text from MEMBERSHIP file ( <i>this is the text beginning 'Smarts Leisure Park are currently...' and ends with '...deals include...'</i> .) <i>This is correct on A.</i>	
5	Same bullet point used for all bullet points.	
6	Headings in the 3 'membership deal' boxes in bold.	
7	Text in 'membership deal' boxes is centre aligned.	
8	Consistent font used in each block of text, ie <i>same font in all membership deal boxes, same font in text from membership file.</i>	
9	Address details are correctly copied from ADDRESS file and same size font. <i>This is correct on A.</i>	
10	Contact details are correctly copied from CONTACTS file and same size font. <i>This is correct on A.</i>	
11	Good layout of work and use of white space. <i>This includes leaving a sensible space between blocks of text or text boxes, a border or margin of white space around the page, sensible alignment of text boxes.</i>	
12	Correct title POSTER in header.	
13	Candidates name, number and centre number in footer. <i>This mark is for the details being in the footer, and not somewhere else on the page. If there were no candidate details it would not be marked at all.</i>	
14	Fit for Purpose. <i>Must have all the marks 1 to 11 and the poster is suitable to put on display.</i>	

**A**

## A SMART MOVE!



Smarts Leisure Park is currently offering several very attractive membership deals. By joining now you can:

- enjoy 15 months membership for the usual price of 12
- be the first to use our new attractions when they open
- receive exclusive invitations to 'members only' days

Our membership deals include.....

### **Family and Friends**

2 Adults and up to 5 children for weekend use and daytimes (until 5pm) in school holidays.

**£300 per year**

### **Quiet Times Duo**

2 Adults unlimited weekday daytime use (until 5pm) in school term time.

**£100 per year**

### **Peak Time Gold**

1 person anytime includes priority booking of all facilities.

**£500 per year**

For further details and application forms contact:-

Membership Office  
Smarts Leisure Park  
Little Stanley  
Nr Southampton  
SP92 6JX

Telephone: 01844 5463222  
e-mail: [enquiries@smartsleisure.co.uk](mailto:enquiries@smartsleisure.co.uk)

**B**

## A Smarts move!



Smarts Leisure Park are currently offering several very attractive membership deals. By joining now you can:-

- enjoy 12 months membership for the usual price of 12.
- be the first to use our new attractions when they open.
- receive exclusive invitations to 'members only' days.

Our membership deals include.....

### **Family and Friends**

2 Adults and up to 5 children for weekend use and daytimes (until 5pm) in school holidays.

**£300 per year**

### **Quiet Times Duo**

2 Adults unlimited weekday daytime use (until 5pm) in school term time.

**£100 per year**

### **Peak Time Gold**

1 person anytime. Includes priority booking of all facilities

**£500 per year**

For further details and application forms contact:-

Membership Office  
Smart's Leisure Park  
Little Stanley  
Nr Southampton  
SP92 6JX

A Candidate, Cand no 1234, Centre no 12345

Telephone 01844 5463222 or e-mail to [enquiries@smartsleisure.co.uk](mailto:enquiries@smartsleisure.co.uk)



## Multimedia tip sheet



The purpose of this tip sheet is to give you some ideas to ensure you get the most marks from your presentation activity.

Do	Don't
<ul style="list-style-type: none"><li>✓ Remember that consistency is important for your slides. Make sure all your slide titles are in the same font style and size.</li><li>✓ Use the same background for all of your slides.</li><li>✓ Use the same layouts where possible. For example, if you have image on the left and text on the right for one slide, make sure you do the same for the next slide.</li><li>✓ Use graphics appropriately. Make sure your image reflects the content of the presentation.</li><li>✓ Resize your graphics ensuring that they stay in proportion.</li><li>✓ Print in the formats requested. Make sure you know the difference between printing one slide per page and printing all your slides on one page.</li><li>✓ Identify components such as graphics, sound, text and be prepared to write these on your prints (if required).</li><li>✓ Copy text given to you exactly.</li><li>✓ Spell check your work. Remember it only takes a minute!</li></ul>	<ul style="list-style-type: none"><li>× Don't use different fonts within slides or between slides.</li><li>× Don't use a different background on each slide.</li><li>× Don't use graphics from clip art that have nothing to do with the subject of your presentation. Don't use too many images.</li><li>× Don't stretch or blur your images!</li><li>× Don't print in the wrong format as you could lose marks.</li><li>× Don't forget to write on your prints if you are asked to do so!</li><li>× Don't add any extra information unless you are sure it makes sense.</li><li>× Don't forget to proofread your work as well - spell check only picks up misspelled words. It won't pick up words correctly spelt but used incorrectly.</li></ul>

## Multimedia tip sheet



Do	Don't
<ul style="list-style-type: none"><li>✓ Remember the layout and use of white space marks. Make sure you use space effectively.</li><li>✓ Remember Fit For Purpose – Fit For Marks. Can your presentation be used? Is it professional?</li><li>✓ Complete the storyboard exercise, if one is requested.</li><li>✓ Work out the sequence of the slides in your presentation and show this on your storyboard, if requested.</li></ul>	<ul style="list-style-type: none"><li>× Don't clutter your slides with too many images.</li><li>× Don't forget to check your work carefully and correct any errors so that the presentation is good enough to be used.</li><li>× Don't miss this exercise out because you think it is a waste of time. It's worth marks!</li><li>× Don't use more than one set of arrows. Remember to loop back to the first slide if it is a scrolling presentation.</li></ul>



## Integration tip sheet

In the exam you may be asked to use something you have produced in one of the exam tasks to complete another task. Usually this will mean one or more of the following items:

- copy and paste a chart from a spreadsheet
- copy and paste a table from a word processed document
- copy and paste a report from a database
- use a database you have created for a mail merge document

Do	Don't
<ul style="list-style-type: none"><li>✓ check that the item you are copying is your final correct version.</li><li>✓ check that you highlight all the necessary information when you select your item to copy it.</li><li>✓ make sure you paste your item in a sensible place. Usually you will need to <u>think carefully about the best place</u> to paste your work. Try reading any text to see if this gives you any clues as to where you should paste the item</li><li>✓ make sure you do not distort the item you are pasting. If you have to resize it, use the corner handles only so you maintain the correct proportions.</li></ul>	<ul style="list-style-type: none"><li>✗ panic if you haven't done the work needed for this task. Finish as much as you can of the integration task and then come back to it when you have done the work you need to paste into it.</li><li>✗ be tempted to make up something. The examiner will be checking your work to make sure you have correctly copied the right work.</li><li>✗ crop your pasted work to hide something you don't need, it is better to select the right material in the first place.</li><li>✗ type in the data for a mail merge rather than using the mail merge option, the examiner will be looking for evidence that you have used mail merge fields.</li></ul>
	<p><b>What if I haven't done the work needed?</b></p> <p>If you have run out of time and cannot produce the work needed, you should use a text box or frame to tell the examiner where you would have pasted the item. This might gain you a mark.</p>

# Answers

## Spreadsheet Activity

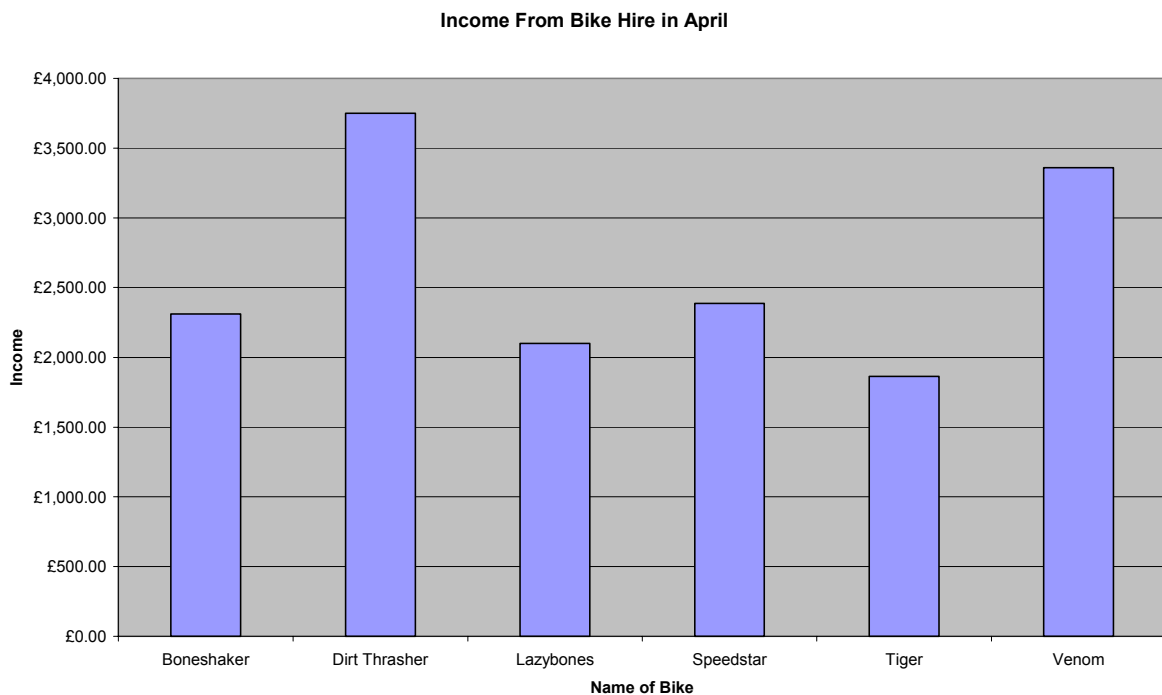
Spot the difference

1. Heading in D2 spelt incorrectly
2. Values in column D formatted incorrectly
3. Names in column A truncated

### Step 8

	A	B	C	D
1	<b>Income from bike hire in April</b>			
2	Name of bike	Daily charge	No. hired	Income per bike
3	Boneshaker	£11.00	210	=B3*C3
4	Dirt Thrasher	£10.00	375	=B4*C4
5	Lazybones	£14.00	150	=B5*C5
6	Speedstar	£12.00	199	=B6*C6
7	Tiger	£8.00	233	=B7*C7
8	Venom	£12.00	280	=B8*C8
9			<b>Total</b>	=SUM(D3:D8)

### Step 9



## Database activity

### Activity 1 Step 3

Bike Name	Bike Type	Size	Frame Colour	Number in Stock	Daily Charge
Tiger	Mountain Bike	Medium	Blue	5	£8.00
Tiger	Mountain Bike	Small	Blue	5	£8.00
Dirt Thrasher	Mountain Bike	Large	Red	7	£10.00
Dirt Thrasher	Mountain Bike	Medium	Yellow	5	£10.00
Boneshaker	Touring Bike	Large	Green	10	£11.00
Speedstar	Racing bike	Small	Black	4	£12.00
Speedstar	Racing Bike	Medium	Blue	4	£12.00
Venom	Mountain Bike	Large	Blue	5	£12.00
Venom	Mountain Bike	Large	Pink	5	£12.00
Lazybones	Electric Power	Large	Green	3	£14.00
Lazybones	Electric	Medium	Pink	2	£14.00

### Step 4

#### Blue Bikes:

Bike Name	Bike Type	Size	Frame Colour	Number in Stock	Daily Charge
Tiger	Mountain Bike	Small	Blue	5	£8.00
Venom	Mountain Bike	Large	Blue	5	£12.00
Tiger	Mountain Bike	Medium	Blue	5	£8.00
Speedstar	Racing Bike	Medium	Blue	4	£12.00

### Step 5

#### Less than 7 in stock:

Bike Name	Bike Type	Size	Number in Stock
Venom	Mountain Bike	Large	5
Venom	Mountain Bike	Large	5
Tiger	Mountain Bike	Medium	5
Tiger	Mountain Bike	Small	5
Speedstar	Racing bike	Small	4
Speedstar	Racing Bike	Medium	4
Lazybones	Electric Power	Large	3
Lazybones	Electric	Medium	2
Dirt Thrasher	Mountain Bike	Medium	5

### Step 6

Microsoft Access

File Edit View Insert Query Tools Window Help

Ascending Order Daily Charge Your Name : Select Query

Field: Bike Name, Bike Type, Size, Frame Colour, Number in Stock, Daily Charge

Table: BIKEDATA, BIKEDATA, BIKEDATA, BIKEDATA, BIKEDATA, BIKEDATA

Sort: Descending

Show:

Criteria:    <7

**Step 7 (should be one A4 sheet with name in footer)**

## **Bikes With Less Than 7 In Stock**

<b>Bike Name</b>	<b>Bike Type</b>	<b>Size</b>	<b>Number in Stock</b>
Venom	Mountain Bike	Large	5
Venom	Mountain Bike	Large	5
Tiger	Mountain Bike	Medium	5
Tiger	Mountain Bike	Small	5
Speedstar	Racing bike	Small	4
Speedstar	Racing Bike	Medium	4
Lazybones	Electric Power	Large	3
Lazybones	Electric Powered Bike	Medium	2
Dirt Thrasher	Mountain Bike	Medium	5

### **Activity 2**

#### **Spot the difference answers**

- 1 Error in title – stock instead of Stock
- 2 Error in column heading – Car instead of Bike
- 3 Error in order of columns.

## Word processing activity

Statement	TRUE/ FALSE	Why
Using Word Art for a title on a poster will always make my poster look much better.	False	<ul style="list-style-type: none"> <li>▪ Word Art often makes text look “bunched up” and difficult to read.</li> <li>▪ It often does not look as effective when printed in black and white.</li> <li>▪ Spell checker does not work on Word Art so it will not pick up your mistakes.</li> <li>▪ It affects “fit for purpose” marks because it brings down the overall professional look of your document.</li> </ul>
Using spell check is a good use of my time.	True	<ul style="list-style-type: none"> <li>▪ Using spell checker only takes a minute but it will pick up spelling mistakes that could cost you marks.</li> <li>▪ You cannot get your “fit for purpose” mark if you have spelling mistakes on your work.</li> </ul>
As long as I use spell check, I do not have to proofread my work.	False	<ul style="list-style-type: none"> <li>▪ Spell checker only finds words that are spelt incorrectly.</li> <li>▪ Some words are spelt correctly but used in the wrong context. For example, words such as here/hear, their/there, weather/whether.</li> <li>▪ Sometimes you may have the American spell check version and it will correct your words to American spellings, eg, color instead of colour.</li> <li>▪ Documents with words used incorrectly (even if they are spelt correctly) will lose their “fit for purpose” mark.</li> </ul>
I can make my posters or leaflets look better if I use lots of different pictures.	False	<ul style="list-style-type: none"> <li>▪ Using too many pictures tends to clutter up posters and leaflets. This may lead to you losing layout and use of white space marks.</li> <li>▪ Inappropriate images that have nothing to do with the topic means that you will lose your fitness for purpose mark.</li> <li>▪ It is best to use the images supplied in the data files unless the question specifies that you may use clip art.</li> </ul>
When I want to resize my pictures, I should keep the original proportions.	True	<ul style="list-style-type: none"> <li>▪ Always resize pictures in a way that the proportions are kept the same eg by dragging the corner handles</li> <li>▪ Images or pictures that appear stretched or blurry will lose marks for your image and marks for your fitness for purpose.</li> </ul>
When text is provided for letters or posters, it is best to import that text exactly and not add any extra information.	True	<ul style="list-style-type: none"> <li>▪ You will lose marks if you do not copy text and titles over exactly as they appear. Even dropping a capital letter will lose you a mark. Don't retype the text if you can avoid it.</li> <li>▪ You will not lose any marks if you add text of your own but you will lose marks if that text does not make sense. Best not to add anything unless you are sure it makes sense and is spelt correctly.</li> </ul>
It is important to put the date on letters or memos.	True	<ul style="list-style-type: none"> <li>▪ It is very important to put the date on a letter or a memo.</li> <li>▪ Make sure that you use the date of the examination (unless otherwise instructed).</li> <li>▪ Make sure you use an acceptable format, ie, day, month, year.</li> <li>▪ Don't lose marks by spelling the month incorrectly.</li> <li>▪ Put the date in a sensible position.</li> </ul>
It doesn't matter if you forget which salutation or close to use, eg, it doesn't matter if you use Dear Sir with either Yours sincerely or Yours faithfully.	False	<ul style="list-style-type: none"> <li>▪ You will lose marks if you don't use the correct salutation and close together on a letter. Remember – Dear Sir/Yours faithfully and Dear Mr Brown/Yours sincerely.</li> <li>▪ You will even lose a mark if you don't remember that faithfully and sincerely start with a lower case letter.</li> </ul>

**Mark alert!**

- Dear Sir – Yours faithfully ✓
- Dear Mr Brown – Yours sincerely ✓
- Dear Sir – Yours sincerely ×
- Dear Sir – Yours Faithfully ×
- Dear Mr Brown – Yours faithfully ×
- Dear Mr Brown – Yours Sincerely ×

Statement	TRUE/ FALSE	Why
It looks better if I use different sizes and styles of font in my work.	False	<ul style="list-style-type: none"><li>▪ Inconsistent use of font will lose you marks for use of font and fitness for purpose.</li><li>▪ Much better to stick with one size and style of font in a letter or in the body of a leaflet or poster.</li></ul>
As long as I put all things I need on my poster, it doesn't matter where they go.	False	<ul style="list-style-type: none"><li>▪ Posters, leaflets, etc, have marks for layout and use of white space.</li><li>▪ You should always ensure that you have a clear line space between items. That means a space between paragraphs, between text and images, between text and imports such as graphs.</li><li>▪ You should try to space out your work so it uses the page as effectively as possible.</li></ul>



## Desktop Publishing

Mark	Reason for mark	What was wrong with Poster B
1	Correct heading – A SMART MOVE.	An 's' has been added to SMART
2	Heading in capitals or capital at start of each word.	No initial capital on move
3	Smarts logo inserted, correct proportions. ( <i>The quality of the image would be much better in a students printout</i> ).	The logo has been stretched sideways
4	Text from MEMBERSHIP file ( <i>this is the text beginning 'Smarts Leisure Park are currently...' and ends with '...deals include....'</i> ) This is correct on A.	Instead of using copy and paste, the student typed it and spelt attractive wrong and changed 15 to 12
5	Same bullet used for all bullet points.	Third bullet point is different
6	Headings in the 3 'membership deal' boxes in bold.	Last text box heading not bold
7	Text in 'membership deal' boxes is centre aligned.	Last text box, not all the text centre aligned
8	Consistent font used in each block of text, <i>i.e. same font in all membership deal boxes, same font in text from membership file.</i>	'Our membership deals include' is in a different font.
9	Address details are correctly copied from ADDRESS file and same size font. <i>This is correct on A.</i>	An apostrophe has been added to Smarts
10	Contact details are correctly copied from CONTACTS file and same size font. <i>This is correct on A.</i>	The phone number is in a smaller font
11	Good layout of work and use of white space. <i>This includes leaving a sensible space between blocks of text or text boxes, a border or margin of white space around the page, sensible alignment of text boxes.</i>	The text boxes are too close to the address details. The text boxes do not line up.
12	Correct title POSTER in header.	Used the wrong title 'Letter'.
13	Candidates name, number and centre number in footer. <i>This mark is for the details being in the footer, and not somewhere else on the page. If there were no candidate details it would not be marked at all.</i>	Put the details on the poster not in the footer.
14	Fit for Purpose. <i>Must have all the marks 1 to 11 and the poster is suitable to put on display.</i>	Missed all the marks!

## Notes

## Notes



**Revision Tips**

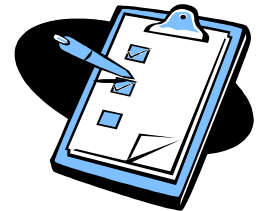
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# Exams coming up?

Get ready!



- 1 What do you know - use a checklist of all the topics in the unit and tick off the ones you feel confident with – but don't forget to check these out too!



- 2 The ones you haven't ticked are then the ones that you don't know – plug the gaps
- 3 Self help techniques:
  - work with your revision schedule
  - give yourself rewards when you keep to it – a reward might be to watch TV, meet your friends, have something nice to eat, etc



## take regular exercise - it helps keep you alert

- 4 The day before the exam just go over the key points – avoid excessive, in depth revision
- 5 Devise a strategy for exam day:
  - get there on time – make sure you know exactly where you will be going
  - think about how you will deal with memory blocks
- 6 If you have special requirements your schools can make special arrangements with the exam board
- 7 If you are ill before an exam or have a family crisis – tell your teacher before the exam as this could affect your exam performance
- 8 Have a good night's sleep the night before
- 9 And don't forget to have breakfast on the day!

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**GO!**

**Getting there and getting settled:**

- 1 Remember that you have done a lot of good revision!
- 2 Take a bottle of water with you
- 3 Do a final review of key points if it helps to reassure you
- 4 Leave your phone behind
- 5 Turn up at the exam room in plenty of time

**Make sure you have all the pens, rulers, erasers, etc  
that you need and are allowed to take in with you**



- 6
- 7 Take any pre-release material with you
- 8 Make sure you have your candidate number (you will need to put it on your work)
- 9 Leave your bag and other 'non allowed' items where instructed
- 10 Find your seat
- 11 Note the position of the clock



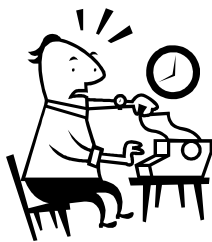
- 12
- 13 Be calm – start and remain calm
- 14 Keep to the rules of 'exam conditions' - eg no talking

**Think positively about doing your best**

## Starting the exam

Read through these and try to remember key things – highlight anything that is especially important for you

- 1 When told to, read and fill in the front cover of the exam paper/ answer book
- 2 When told to, read the exam questions carefully and plan your time per question – and stick to it
- 3 Read the questions carefully – what is the question asking you to do



**Don't panic**

- 4 If necessary use calming techniques – breath deeply
- 5 Try each question and answer as many parts of it as possible
- 6 Look at the marks allocated to the parts of each question (**in brackets**)
- 7 If you get stuck move on to the next question
- 8 Keep an eye on the time throughout the exam



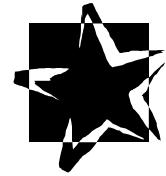
- 9 Don't use text in exams because examiners need to know what you are saying (don't use text in exams because examiners need to know what you are saying)



- 9 After the exam don't dwell on what you have done – have a break and relax, you may have another exam to get ready for!

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# Ideas to help with revision



- 1 Use past and specimen exam papers and mark schemes – these are on the Edexcel website.

**[www.edexcel.org.uk](http://www.edexcel.org.uk)**

- 2 Look carefully at the structure of the exam paper so that you are familiar with the layout before the day of the exam!
- 3 Attempt the questions and check your answers against the mark scheme – how many marks would you have got? Do this with your revision buddy and then ‘mark’ each other’s work.
- 4 Think about where you went wrong on those questions where you did not get many marks, ask your teacher if there are things you don’t understand. Look again at your notes and structure an answer that will help you get maximum marks
- 5 When answering whole papers give yourself the allowed time only and work within it – plan the time for each question. Treat it like the real exam!
- 6 Look at the different types of questions and marks allocated to them – this will help you decide how much time to spend on each section
- 7 Different types of questions will need different types of answers – eg the answers to questions requiring short or long answers will be structured differently
- 8 Re-use any case studies or similar exercises that are relevant to the exam

**Ask your teacher for help if you get stuck**



## Notes

**Blank**