

## **R002:**

*Using ICT to create business solutions*

For Training Purposes Only

### 2.3 Unit R002: Using ICT to create business solutions

#### Aims

This unit will enable learners to develop ICT skills that would equip them to operate effectively in a business environment. This unit complements unit R001. In unit R001 learners will study the computer system on which applications software sits and consider the implications of working with data to create content, while in this unit they will work with 'office' applications software to edit and format/create content to meet specified business purposes.

Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts.

They will learn how to use software tools to handle data and communicate information for a range of business purposes, and how to apply formatting to enhance those documents to suit their purpose and intended audience. This type of skill is very valuable as it can be transferred from one software application to another. So if the learner is able to secure these skills through this unit they will be prepared to use a range of software applications effectively. They will learn to work with a variety of file types and to integrate/import files of different types into other documents. They will develop techniques to search for, select and store information in a variety of contexts. They will learn how to select the tools and techniques to communicate information and solve problems.

On completion of this unit learners will have extended their capability in the use of applications software.

#### Learning Outcome 1: Be able to use techniques to search for, store and share information

Learners must be taught how to:

- use search engine techniques to find specific information on the internet, i.e. using
  - phrase
  - key words
  - advanced search pages
  - quotes
  - wildcards
- use and organise bookmarks/favourites
- select, capture and store graphics and text in compliance with copyright
  - download
  - 'copy and paste'
- use non-internet based sources to find information, i.e. local area network, wireless area network, CD-ROMs
- evaluate validity of information, i.e.:
  - reliability of source
  - age
  - bias of information
- reference all information copied/sourced, i.e.:
  - author/source
  - year created (if available)
  - title of webpage/web document
  - date last updated (if available)
  - URL

- store electronic information<sup>1</sup>, i.e.:
  - meaningful file and folder names
  - folder structure
  - backups
  - password protection
  - compressing/zippping files
- use email to communicate with others in business contexts, i.e.:
  - subject line when composing messages
  - body message text when sending, forwarding and replying to messages, appropriateness of body text
  - including multiple recipients, i.e.:
    - Carbon Copy (cc)
    - Blind Carbon Copy (bcc)
    - Groups
  - attachments
  - email signatures
  - auto response messages
  - folders to store messages.

### Learning Outcome 2: Be able to select and use software to handle data

Learners must be taught how to use software to handle data, i.e.:

Creating business **spreadsheets**:

- Import/open csv files and save in an appropriate file type
- enter title, column headings and row labels
- enter<sup>2</sup>/import data, i.e.:
  - text
  - numeric
  - title
  - column/field headings
  - row labels
  - formulae involving arithmetic operators<sup>2</sup>, i.e. +, -, \*, /
  - simple functions<sup>2</sup>, i.e.:
    - SUM
    - AVERAGE
    - MIN
    - MAX
    - IF
  - cell references, i.e. relative, absolute

Editing and manipulating data in **spreadsheets**:

- insert and delete rows/columns
- change/amend data in cells
- amend formulae
- change data to model outcomes
- search data
- sort data<sup>2</sup>
- create graphs<sup>2</sup>, i.e.:
  - pie chart
  - column/bar graph
  - line graph
  - scatter graph

**Printing data from spreadsheets:**

- spreadsheet view
- formulae view
- selected data

**Creating flat file (single table) databases:**

- import csv files and save in an appropriate file type

**Editing databases:**

- enter new records
- edit records
- delete records
- sort table
- query data in a single table using<sup>3</sup>:
  - simple criteria, i.e. =
  - complex criteria, i.e. <, >, <>, >=, <=, NOT, AND, OR, BETWEEN
  - sort data

**Printing databases:**

- selected data (queries)
- reports
  - tabular
  - columnar
  - stepped
  - list
  - label
  - grouped
  - grouped with summaries.

Learners must be taught how the purpose and audience for the business activity influences the choice of software.

Teaching should be delivered in the context of data handling software, i.e. spreadsheets and databases.

### **Learning Outcome 3: Be able to select and use software to communicate information for a business purpose**

Learners must be taught how to:

- import txt and rtf files and save in an appropriate file type to retain formatting
- use tools and facilities appropriate to the software, i.e.
  - enter text, tables, images using the keyboard, mouse or other input device
  - modify existing documents
  - design and create new documents
  - create screen layouts by using existing templates and by creating and positioning text and graphic frames
  - graphics, i.e. copy, paste, resize
  - select appropriate text and graphics
  - edit using insert, delete, cut, copy and paste functions
  - import tables, graphic images, and graphs/charts created in other software
  - integrate files of different types
  - mail merge, i.e.
    - enter merge fields/codes
    - merge selected data
  - use spelling, grammar and design checkers

- proof read documents to detect errors not corrected by automated checkers available within the software used, i.e. spelling, grammar, design checkers.

Learners must be taught how the purpose and audience influences the choice of document type, and how the document type influences the choice of software.

Teaching should be delivered in the context of a range of software, i.e. Word Processing, Desktop Publishing, Presentation, Web page, Graphics, for a range of documents that are typically used in business.

#### Learning Outcome 4: Be able to use software tools to format information

Learners must be taught how to:

- use headings, subheading and body text
- use widows and orphans
- use white space
- use case, i.e. capitals and lower case and how to use it consistently
- use spacing before and after punctuation, bullets and numbered lists
- use line, paragraph and page breaks and how to use it consistently
- auto date format, i.e. English UK
- use formatting techniques to create impact and enhance the appearance of documents, i.e.:
  - orientation, i.e. landscape and portrait
  - margins
  - inserting page and line breaks
  - columns
  - graphics, i.e. positioning, scaling maintaining aspect ratio, cropping
  - text, i.e. font<sup>2</sup>, style, size, direction, colour<sup>2</sup>, emphasis
  - paragraph, i.e. alignment, indents, line spacing, tabs
  - bulleted and numbered lists
  - text wrapping around objects
  - cells, i.e.:
    - text, i.e. font, style, size, alignment,
    - number, i.e. decimal places, percentage, currency, date/time
  - borders and shading<sup>2</sup>
  - backgrounds, i.e. images, colours<sup>2</sup>
  - transition and animation effects
  - scaling/fit to page
  - set print options appropriate to the software<sup>2</sup>
  - inserting headers and footers<sup>2</sup>
- inserting automatic fields, i.e. date and document information.

#### Links between units and synoptic assessment

<sup>1</sup> If learners have already completed unit R006 they will have covered the content marked with <sup>1</sup>.

<sup>2</sup> If learners have already completed unit R003 they will have covered the content marked with <sup>2</sup>.

<sup>3</sup> If learners have already completed unit R004 they will have covered the content marked with <sup>3</sup>.

There is no requirement to teach the units in a particular order but teachers should take note of this coverage and schedule the programme of learning accordingly.

# Model Assignment

## Assessment Material

OCR Level 1/2 Cambridge National Award in ICT  
OCR Level 1/2 Cambridge National Certificate in ICT  
OCR Level 1/2 Cambridge National Diploma in ICT  
Unit R002: Using ICT to Create Business Solutions

### Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres contextualise the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

### INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R002
- certification codes Award J800 / Certificate J810 / Diploma J820

The accreditation numbers associated with this unit are:

- unit reference number M/503/6026
- qualification reference(s) Award 600/4774/4  
Certificate 600/4776/8  
Diploma 600/4778/1

**Duration: Approximately 10 hours**

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# Contents

	Page Number(s)
<b>INFORMATION FOR LEARNERS</b>	<b>3</b>
<b>Scenario for the assignment</b> This section contains the assignment background which learners will need to be familiar with in order to complete the tasks.	<b>4 - 5</b>
<b>Your Tasks</b> This section contains all the tasks learners must complete before work can be submitted for assessment.	<b>6 - 9</b>
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# Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Award in ICT

OCR Level 1/2 Cambridge National Certificate in ICT

OCR Level 1/2 Cambridge National Diploma in ICT

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# Scenario for the Assignment

## Setting the scene for assisting a new on-line company.

You have just started work as a trainee for a new on-line company which streams the latest movie releases to customers. The company is called MStreamIT and is the idea of entrepreneur Adam Weinberg. MStreamIT has thousands of movies which can be streamed to any TV, computer, laptop, tablet, smart phone or games console.

The business will offer three different packages:

- a monthly membership fee of £6.99
- 'Stream-as-you-go'
- 'Stream-as-kids-go' top-up cards.

Adam has employed a small team to help the business whilst it is starting up but has big ideas for the company and would like it to become a household name.

'The Animated Movie Event' exhibition will be taking place in London. Adam feels this will be a good platform to showcase the company and encourage more customers to sign up to one of the MStreamIT packages.

The contact details for MStreamIT are:

Adam Weinberg, Director, MStreamIT, 5 The Barn, Westwood Way, Coventry CV7 7OV

Telephone:	01632 960044
Office contact hours:	<u>8.30 – 5.30 Monday to Saturday</u>
Staff emails:	director@progress-media.co.uk manager@progress-media.co.uk sales@progress-media.co.uk technicalhelp@progress-media.co.uk

Before Adam set up the business, he did some research and already has a list of customers. More customers are registering all the time.

Adam has given you the following electronic files which you will need to complete your tasks:

- adverttext
- customers
- kidsmovies
- letter
- report.

You will need to decide when and how to use these files appropriately to complete your tasks. You should familiarise yourself with the data contained in them to help you.

As you work through the tasks you can make your own choices when formatting your documents. However, the formatting should be suitable for the target audience and used consistently.

You have been given six tasks to do. To do the tasks successfully you will need to:

- produce solutions that address the requirements of the tasks, ensuring that the solution is suitable for the target audience
- extract data from a range of sources and present it in a user-friendly format
- clearly record and display your findings
- transfer data between applications
- produce integrated solutions incorporating a range of:
  - software applications
  - software features
  - automated actions
  - formatting techniques.

You should ensure that all your files and folders have meaningful names and that you use appropriate version control where necessary.

When completing task 4 appropriate use of wizards is permitted.

You will need to refer to the marking criteria grid when completing this assignment.

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

# Your Tasks

## Task 1 – Company image

### Parts of Learning Outcomes 1, 3 and 4

MStreamIT needs to adopt a professional approach when communicating electronically with its customers. All customer enquiries must receive a response within 24 hours, even if the person who has been emailed is not at work that day.

- A. Adam would like you to set up your email system using tools and features of email software to help portray a professional and efficient company image.
- B. Produce an information document which explains to all employees the importance of email etiquette and the tools and features of email software they will need to use.

## Task 2 – Promotional material

### Learning Outcomes 3 and 4 and part of Learning Outcome 1

MStreamIT needs you to help promote the company in order to increase customers.

- A. Adam has bought some advertising space (6 cm wide by 12 cm high) in a magazine. He needs to make the best use of this space to encourage people to visit the exhibition stand. He can only afford to advertise in one edition.
  - Create a suitable advert. Adam has provided some text for the advert which he would like you to use.
- B. Adam is also planning to promote the special 'Stream-as-kids-go' top-up card at the exhibition. A parent or guardian must register their details and that of the child/children to ensure that the top-up card can only be used to buy movies with the correct certificate rating. An adult can top up the cards from as little as £5.00 up to £50.00. With over 50 suitable movies available for instant viewing, these cards make a great present.
  - Use the internet to source suitable images for a publicity solution for the 'Stream-as-kids-go' top-up card. Record the copyright details of these images so that Adam can request permission to use them.
  - Produce an item of publicity that Adam can use to help launch the 'Stream-as-kids-go' top-up card as well as to promote the company.

## Task 3 – Calculating predictions

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### Learning Outcome 2 and part of Learning Outcome 4

- A. Adam has provided some data from the first quarter (three months). This shows details of the range of movies which MStreamIT currently has available for the 'Stream-as-kids-go' package and the number of purchases of each movie. Adam has set a target revenue of at least £7,500 per quarter from streaming these movies.

Develop a solution to record:

- the categories and details of movies that have been streamed
- movies rated certificate PG
- the total purchases for each movie
- the five most popular movies
- the total purchases for each category in the first quarter
- the average number of purchases for each category in the first quarter, rounded to the nearest whole number
- whether or not Adam has achieved his target revenue.

- B. Market research has suggested that if you decrease your price by 10% this should lead to an increase in sales of 10%. Analyse if it would be worth Adam considering offering a 10% discount.

## Task 4 – Membership data

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### Learning Outcome 2 and parts of Learning Outcomes 3 and 4

When completing this task appropriate use of wizards is permitted.

The sales team MStreamIT has asked you to update some customer records. The details that need to be updated are as follows:

- Kudwick Bosko has moved abroad and has asked to cancel his monthly membership.
  - Rebecca Jackson has moved to: 29 Chester Road, Fleetwood, Blackpool, FY7 9PP.
  - Miss Phoebe Jacques, has just registered for the monthly subscription option. She lives at 9 Blackberry Close, Yate, South Gloucestershire, BS37 8YA. The certificate age block she has selected is 'PG'.
- A. Amend the **customers** data so that all records are up to date.
- B. Miss Jacques needs to be sent her new membership details. Create an address label so that the registration documents and membership details can be sent to her.
- C. Adam would like to send some publicity information to all 'Stream-as-you-go' members who registered before April 2012.

Provide a list of contact details of customers who should receive this information, in alphabetical order of last name. Provide evidence of how you produced your outcome.

- D. Adam would like to send a mail shot to all customers to inform them of the special offer if they introduce a friend or relative.

Use the draft letter Adam has given you to prepare a mail shot to be sent to all customers.

## Task 5 – Business solutions

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### Learning Outcomes 3 and 4

Adam has drafted some text called **report** which he must send to all staff; this includes updates from the technical and sales team, the latest promotional offer as well as an analysis of 'Stream-as-kids-go'.

Use the draft text provided combined with data you have created (from Tasks 3 and 4) to produce a report in an appropriate format for Adam to send.

## Task 6 – Security

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### Part of Learning Outcome 1

- A. Adam is concerned about losing company data. Take appropriate measures to make sure that the files you created are protected from accidental loss.
- B. Make sure that all the files are stored in a logical filing structure so that they can be found easily by any member of MStreamIT staff who has access to your files.

# Information for Teachers

OCR Level 1/2 Cambridge National Award in ICT

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# Guidance on using this assignment

## 1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website:  
[www.ocr.org.uk](http://www.ocr.org.uk)
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

## 2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately 10 GLH hours to complete all tasks. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.
- 2.4 **Learners will need access to email facilities or equivalent to complete task 1. Learners are instructed to use some of the common tools and email features.**
- 2.5 **Learners will need access to an internet search engine or equivalent to complete task 2.**
- 2.6 **It is not appropriate for learners to use wizards to complete tasks unless it is specifically stated that they can do so.**
- 2.7 Learners will need to have access to **five files** which contain data to be used to complete the task. Centres should load these into an area on the network that learners are able to access during the assessment. **You must make sure every learner is given clear instructions about where the files are.**
- 2.8 We have estimated that it will take approximately 10 hours to complete these tasks. This is the recommended time but centres can decide how the time can be allocated between each individual task in the assessment. Centres are also permitted to spread the overall assessment time across several sessions and therefore it is permissible for evidence to be produced over several sessions.



### 3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

### 4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

### 5 Scope of permitted model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

**You must not change the following:**

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 *The centre assessed units*).

Permitted changes:

The model assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- the learner's assignment, which can be contextualised or amended to suit local needs. Some changes will have a direct effect on the data files we provide for the assessment and you must make sure any permitted changes to the scenario are carried through to the data files:
  - the name, address and telephone number of MStreamIT stated in the scenario and in the data files 'adverttext', 'kidsmovies' letter' and 'report'
  - the following name in the scenario and all tasks: The manager, Adam Weinberg
- the format the evidence takes, guidance is given in the section Evidence summary.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

**If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.**

## 6 Specific guidance on the task

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	<ul style="list-style-type: none"> <li>Evidence of using tools and email features of email software to create a professional company image.</li> <li>An information document on the use of email etiquette and the tools and features of email software</li> </ul>	<ul style="list-style-type: none"> <li>Electronic evidence e.g. sent emails</li> <li>Electronic file or printout of email etiquette/understanding email software</li> <li>Printouts</li> <li>Screenshots</li> </ul>
Task 2	<ul style="list-style-type: none"> <li>Advert</li> <li>Internet Search results</li> <li>Relevant information on copyright</li> <li>A item of publicity aimed at the target audience</li> </ul>	<ul style="list-style-type: none"> <li>Electronic evidence</li> <li>Printouts</li> <li>Screenshots</li> <li>Written information</li> </ul>
Task 3	<ul style="list-style-type: none"> <li>Movies rated certificate PG</li> <li>Total purchases for each movie</li> <li>The 5 most popular movies</li> <li>Total purchases for each category</li> <li>Average number of purchases for the first quarter</li> <li>Achieved target calculations</li> <li>Analysis of offering a 10% discount</li> </ul>	<ul style="list-style-type: none"> <li>Electronic data file(s)</li> <li>Oral explanation</li> <li>Printouts</li> <li>Screenshots</li> <li>Written information</li> </ul>
Task 4	<ul style="list-style-type: none"> <li>Amended customer data</li> <li>Address label</li> <li>A mailing list of 'Stream-as-you-go' members before April 2012.</li> <li>Evidence of how you produced the outcome</li> <li>A mail shot to members offering free streams if they introduce a friend</li> </ul>	<ul style="list-style-type: none"> <li>An address label</li> <li>Electronic file(s)</li> <li>Printouts</li> <li>Reports</li> <li>Screenshots</li> </ul>
Task 5	<ul style="list-style-type: none"> <li>A report</li> </ul>	<ul style="list-style-type: none"> <li>Electronic file(s)</li> <li>Printouts</li> </ul>
Task 6	<ul style="list-style-type: none"> <li>Safeguards against accidental loss.</li> <li>A filing structure with stored files</li> </ul>	<ul style="list-style-type: none"> <li>Electronic file</li> <li>Electronic filing structure itself</li> <li>Printout</li> <li>Screenshots</li> </ul>

# Exemplar Portfolio

## Emma Harris

OCR Level 1/2 Cambridge National Award in [ICT]  
OCR Level 1/2 Cambridge National Certificate in [ICT]  
OCR Level 1/2 Cambridge National Diploma in [ICT]  
Unit [R002]: [Using ICT to create business solutions]

This is not a complete exemplar portfolio.

What is included in this pack is a selection of evidence to show possible approaches for specific content areas and to exemplify the process of awarding mark bands at different levels.

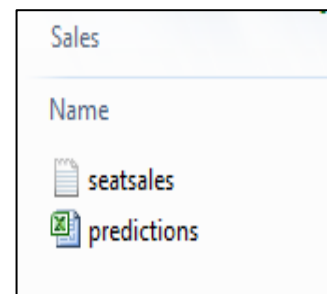
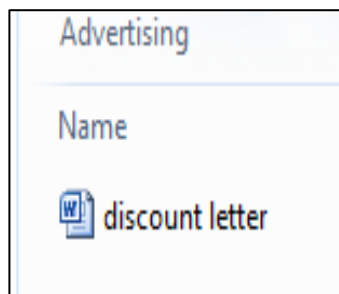
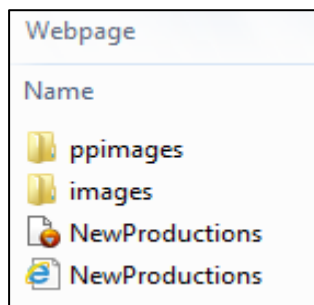
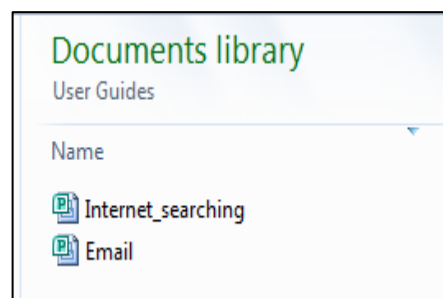
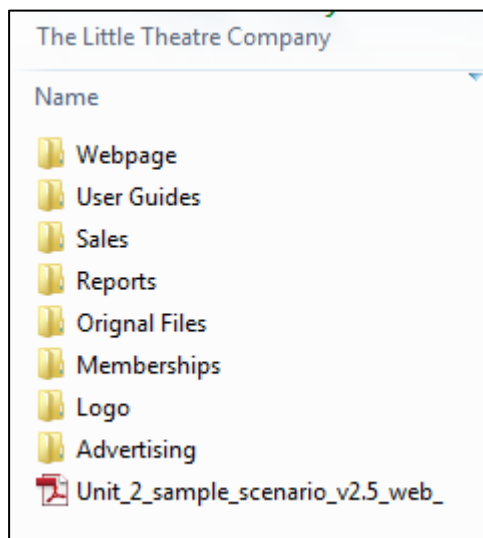
This should not be shared with candidates; this is for teacher guidance only.

# Candidate

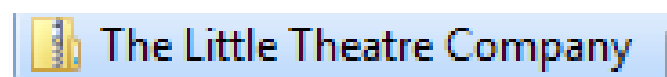
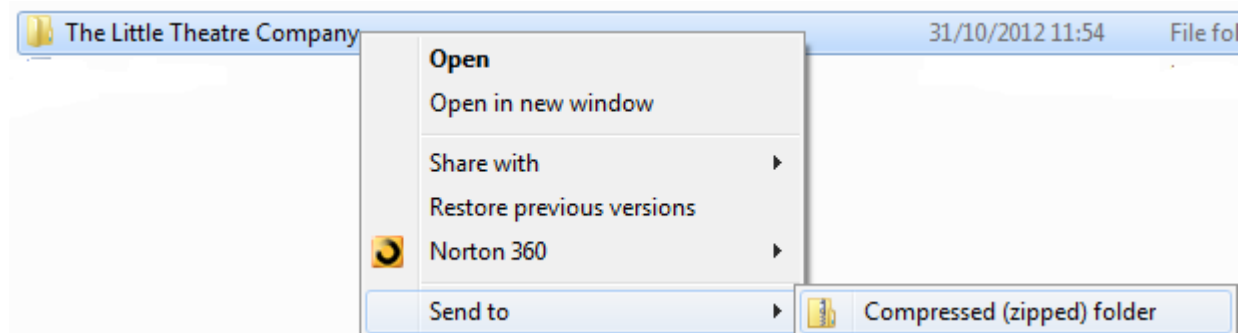
# Emma Harris

## Task 1















Within the main directory for The Little Theatre Company, I created 8 folders and named each folder and the files with suitable names, so that the files would be easily located.



Zipped evidence.



Emailed to the Manager and copied my teacher, attaching the zip file.

To:	manager@progress-media.co.uk ✎ ✕
Cc:	Teacher
Bcc:	
Subject:	The Little Theatre Company completed Tasks
Insert:	 Attachments  Office docs  Photos  From Bing
 Save files on SkyDrive  Send files as attachments	
 The Little The... Done ✕	
   Tahoma 10 <b>B</b> <i>I</i> <u>U</u>    	

Dear Mr Brown

I attach all tasks which you requested. I hope these are ok.

Many thanks  
Emma


## Task 2

I used publisher to make two user guides. One leaflet gives helpful tips on using email and the other how to search on the web. I choose to do these separate as I had a lot of information to include and thought it would be easier to read if they were separate documents. I made a company logo and included this in each document.

### Email housekeeping


- ✦ Create different folders to store all your emails e.g. Manager, members
- ✦ Once you have answered an email move it from your inbox to a folder
- ✦ Do not tell anyone your password and change the password regularly
- ✦ Set a secure password which has at least 8 characters, upper and lower case and contains a number or another character.
- ✦ Important messages can be flagged and sent to the top of your inbox.
- ✦ Check your Junk inbox and sweep
- ✦ Delete unwanted emails regularly – keeping your inbox and folders organised

Flag





### Hints and Tips

A professional and helpful approach must be adopted when answering all email enquiries.




**The Little Theatre Company**  
Westwood Way  
Coventry  
CV8 8JQ  
Phone: 08001 570123  
E-mail: manager@progress-media.co.uk

## Email User Guide





### Sending




- ✦ Helpful and meaningful subject headings are important so that the recipient knows what the email contains.
- ✦ Do not type emails in capital letters as this appears as if you are shouting and avoid text language e.g. r as this is not appropriate business language.
- ✦ Emails should be concise, to the point and avoid long sentences. This will stop any confusion for the reader.
- ✦ Keep emails professional, do not use any emoticons or send emails which are offensive.
- ✦ Spell check emails so there are no spelling/typing errors as this would not look professional.
- ✦ Emails can start Dear Sir/Madam which is a formal email and will give a good impression of the company. You could also use 'Good Morning/Afternoon' but do not use Hi/ Hixx.
- ✦ End your email with Many Thanks or Kind Regards – do not use Bye.
- ✦ If you are indicating that you are attaching documents ensure that you do before you send – this is a common mistake and does not look very professional.
- ✦ Attached files/pictures must be virus checked and must be work related. Always check that you have attached the correct file before sending.

### Receiving emails

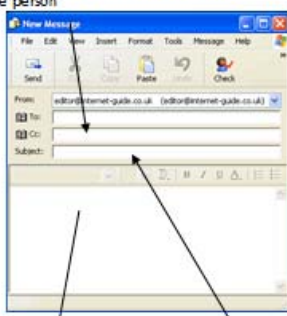


- ✦ Be vigilant when opening emails and email attachments as some may have a virus.
- ✦ Make sure you have a virus checker on your computer.
- ✦ Reply quickly to received messages and ensure that when you reply you keep the message thread.
- ✦ Ensure that you answer all questions that have been asked.
- ✦ Do not remove or alter the subject heading.
- ✦ Check if you are replying 'to all' that this is appropriate.

### Forwarding Emails



- ✦ Make sure you have permission to forward messages and any attachments.
- ✦ Enter text so that the recipient knows why they have the message.
- ✦ Use forward properly and do not use forward to reply to a customer.



cc—should be used if copying to more than one person

Body of text. Good Subject heading

## Malicious software and antivirus

- + Viruses are programs that can infect your files or computer structure and can take over a computer to steal information.
- + Trojan Horse - is a term used for malicious software. It pretends to be harmless so that you allow it to be downloaded into your computers.
- + Spyware are programs that will monitor activity on a computer system and report that information to others without the user's consent.
- + Worms - these replicate themselves throughout a computer network and perform malicious tasks.
- + Antivirus - are internet and security programs to protect a computer from malware



## Remember:

- + Make sure you have a firewall or virus checker installed.
- + Only go on sites which are safe.
- + Never give out your personal information e.g. address or bank details.
- + Keep any passwords safe and never tell anyone your password.



**The Little Theatre Company**  
Westwood Way  
Coventry  
CV8 5JQ  
Phone: 0800 1370123  
Email: [manager@progress-media.co.uk](mailto:manager@progress-media.co.uk)

## Internet Searching User Guide



## Internet Searching



The Internet has millions of websites and web pages so you will need to use a search engine to help you find information quickly and accurately.

Use the search box and type in a keyword or phrase and press enter

Think carefully about your search terms.

- ▲ Use specific words rather than generic statements and keep it simple e.g. 'headache' rather than 'my head hurts'
- ▲ Use only important words.
- ▲ Check that you have spelt the word correctly.

Not all websites are reliable.

Use "quotation marks" for specific phrases. Quotes limit the search results to only include those that contain the exact wording you have specified and in that order.

**AND** the + sign focuses the search engine to combine search results.

**OR** - broadens your search to find related or alternative spelling of words. **OR** must be in capital letters.

**NOT** - using the minus sign will limit your search. Place the - directly before keywords or phrase you want excluded.

Don't use 'The' or any common words. If you need to include common words, surround the other words with quotes.

You can type in upper or lower case it does not matter.

To save time and effort bookmark the websites that you will return to so that you do not have to search for them again.

Use well known search engines. E.g.

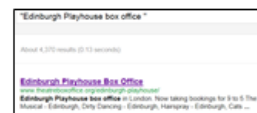


Use advanced search tools to help narrow down the results and get more useful results. E.g.

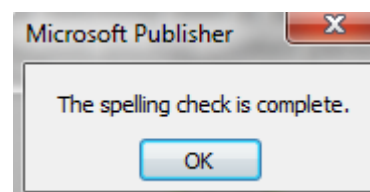
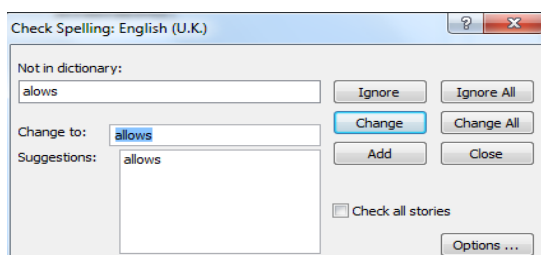


this exact word or phrase:

This narrows down the search and reduced the search from 171,000 to 4,379—the Edinburgh play house is also the first entry



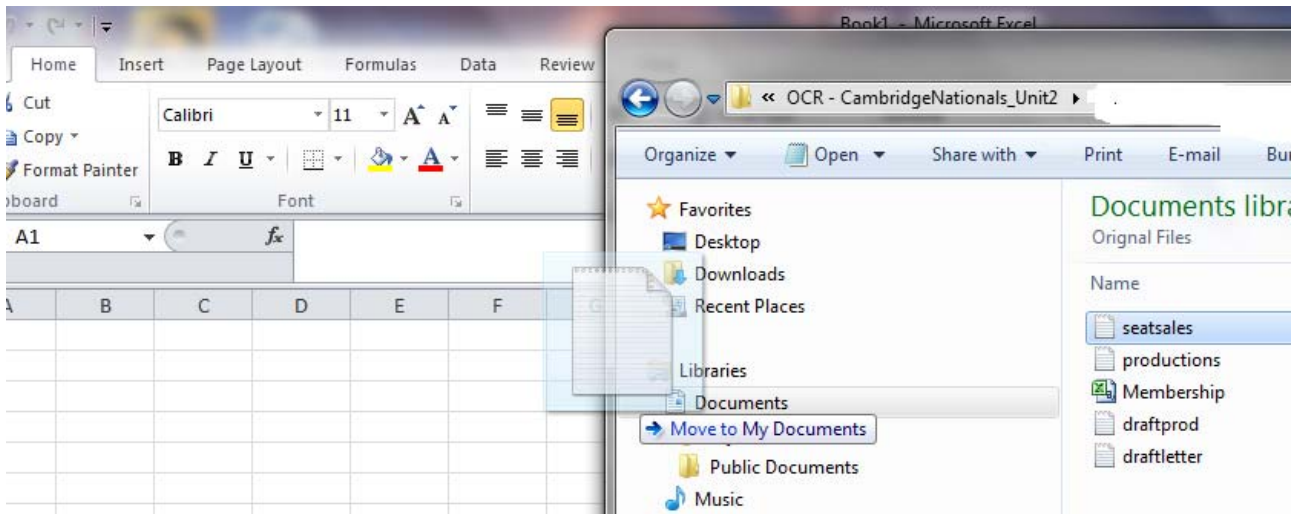
I made sure that I spell checked my work and used print preview to check it looked professional and was nicely displayed.





### Task 3

I copied and pasted seatsales into a spreadsheet.



I then added some formatting features to the spreadsheet, e.g. widening columns, colour and setting the text direction.

A	B	C	D	E	F
1	The Little Theatre Company				
2	Ticket Sales for Chicago				
3					
4	Seat Type	Capacity	Cost	Target Sales	
5	Stalls	500	20	350	
6	Circle	200	15	140	
7	Upper Circle	150	8.5	105	
8					
9	Target Inc	£250,000			
10					
11	Seats sold				
12	Stalls	Circle	Upper Circle		
13	Week 1				
14	Monday e	290	120	97	
15	Tuesday e	198	97	82	
16	Wednesd.	93	64	33	
17	Wednesd.	187	184	117	

A	B	C	D	E
<b>The Little Theatre Company</b>				
<b>Ticket Sales for Chicago</b>				
<b>Seat Types</b>	<b>Capacity</b>	<b>Cost</b>	<b>Target Sales</b>	
Stalls	500	20	350	
Circle	200	15	140	
Upper Circle	150	8.5	105	
<b>Target Income</b>	<b>£250,000</b>			
	<b>Seats sold</b>			
	<b>Stalls</b>	<b>Circle</b>	<b>Upper Circle</b>	<b>Total Seats per performance</b>
<b>Week 1</b>				
Monday evening	290	120	97	507
Tuesday evening	198	97	82	377
Wednesday afternoon	93	64	33	190

## Income from current ticket sales.

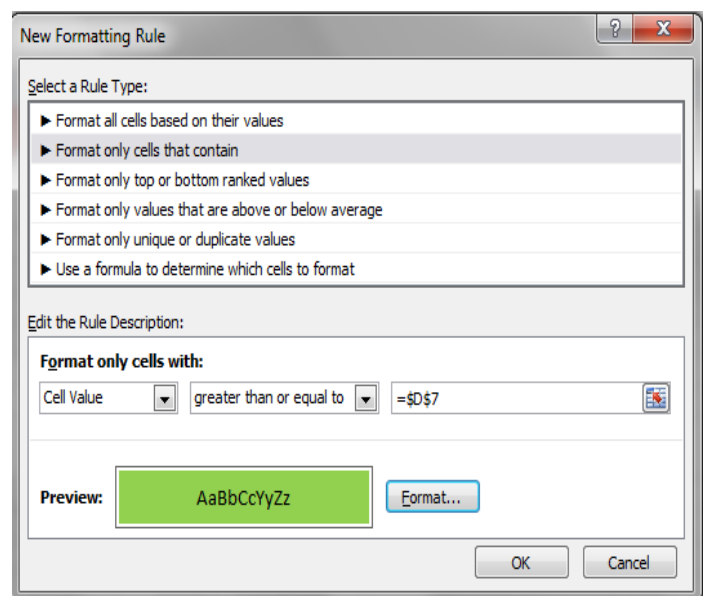
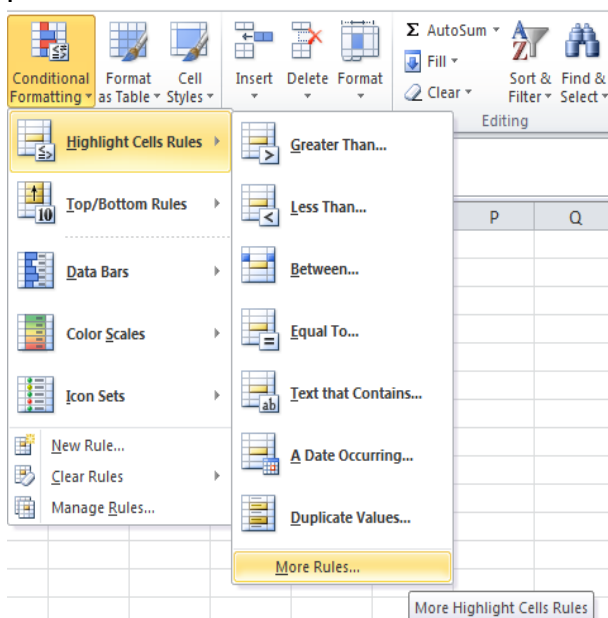
For each week I worked out the total income of all the different types of seats x by their corresponding price.

Week 4				
Monday evening	63	15	32	=SUM(B53:D53)
Tuesday evening	98	72	49	=SUM(B54:D54)
Wednesday afternoon	15	0	5	=SUM(B55:D55)
Wednesday evening	123	65	24	=SUM(B56:D56)
Thursday evening	191	141	96	=SUM(B57:D57)
Friday evening	219	87	34	=SUM(B58:D58)
Saturday afternoon	49	28	17	=SUM(B59:D59)
Saturday evening	152	89	54	=SUM(B60:D60)
Total Seats Per Type	=SUM(B53:B60)	=SUM(C53:C60)	=SUM(D53:D60)	
Income	=B61*C5	=C61*C6	=D61*C7	
Total income	=SUM(B62:D62)			
Total overall income		=B24+B37+B50+B63		
Target Income Met		=IF(B65>250000,"Yes","No")		

The total income did not meet the target income.

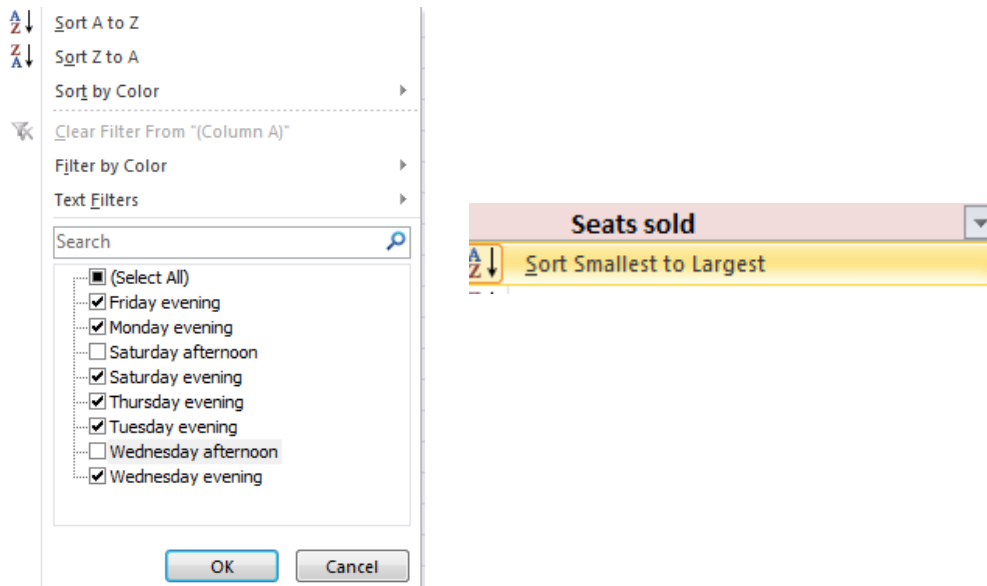
55	<b>Total overall income</b>	<b>£196,168.00</b>
56	<b>Target Income Met</b>	<b>No</b>

I also applied some conditional formatting to see which seats met their target seat sales. I used a key code (Green) so this could be easily identified.



I applied this conditional formatting to each type of seat, eg. Stall, circle.

I used the filter tool to filter only evening performances and then sorted by smallest to largest.



Week 4 – Monday evening had the lowest overall seat sales.

The Little Theatre Company							
Ticket Sales for Chicago							
	Seats sold				Key	Week 1	
Monday evening	63	15	32	110		Week 2	
Tuesday evening	98	72	49	219		Week 4	
Wednesday evening	123	65	24	212			
Thursday evening	148	92	108	348			
Saturday evening	152	89	54	295			
Tuesday evening	166	67	71	304			
Tuesday evening	182	166	47	395			
Monday evening	184	39	31	254			
Wednesday evening	187	134	117	438			
Wednesday evening	187	63	24	274			
Thursday evening	191	141	96	428			
Tuesday evening	198	97	82	377			
Friday evening	200	182	114	496			
Friday evening	219	87	34	340			
Wednesday evening	226	187	66	479			
Thursday evening	248	119	104	471			

I also worked out the total overall seats sold for the evening performance for each night. Overall a Tuesday had the lowest nightly sales.

Evening Performance	Overall Total Seats Sold over 4 weeks
Monday Evening	1348
Tuesday Evening	1295
Wednesday Evening	1403
Thursday Evening	1765
Friday Evening	2181
Saturday Evening	2433

=E14+E27+E40+E53

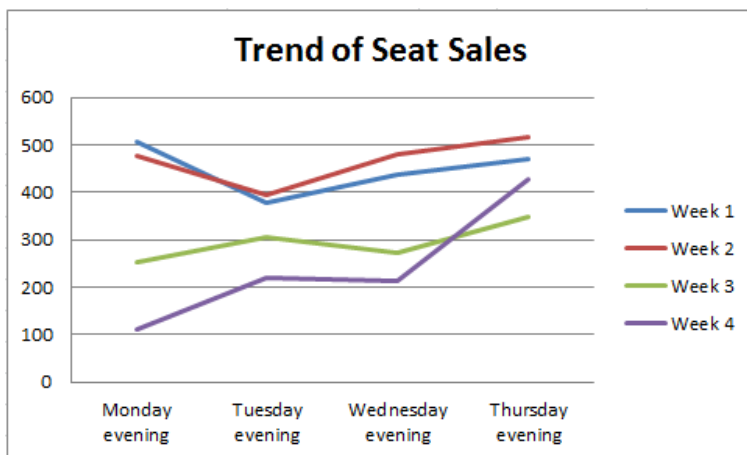
### Analyse of Trend of Seat Sales – Monday to Thursday evening.

	Seats sold			
	Stalls	Circle	Upper Circle	Total Seats per performance
<b>Week 1</b>				
Monday evening	290	120	97	507
Tuesday evening	198	97	82	377
Wednesday evening	187	134	117	438
Thursday evening	248	119	104	471
<b>Total Per Seat Type</b>	923	470	400	
<b>Week 2</b>				
Monday evening	271	114	92	477
Tuesday evening	182	166	47	395
Wednesday evening	226	187	66	479
Thursday evening	288	148	82	518
<b>Total Per Seat Type</b>	967	615	287	

I removed any afternoon performances as well as Friday and Saturday performances. I added up the total seats per performance for each week.

I then transferred my totals to a new table and used this table to produce a line graph showing the trend of seat sales.

	Week 1	Week 2	Week 3	Week 4
<b>Monday Evening</b>	507	477	254	110
<b>Tuesday Evening</b>	377	395	304	219
<b>Wednesday Evening</b>	438	479	274	212
<b>Thursday Evening</b>	471	518	348	428



From the graph/figures you can see that a Thursday evening was very popular and generally sold the most seats each week, although in week 1 the Monday night sold the most seats. In contrast weeks 3 and 4 show that a Monday night was also the least favourable night. Week 2 was the least most popular week over the 4 weeks.

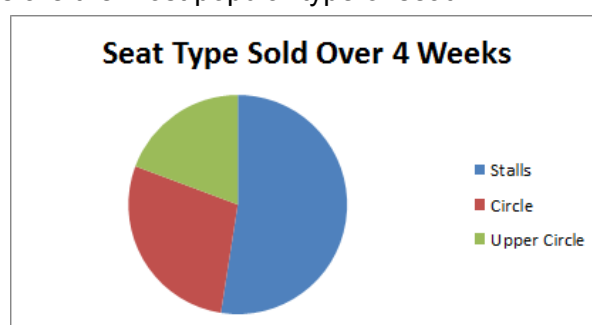
Overall a Thursday night sold the most seats and therefore the most popular night.

I also totalled up the overall number of different types of seats sold e.g. the total number of Stall seats sold over the 4 weeks. This has shown that the Stall seats are the most popular.

Seat Type	Total Seats Sold over 4 weeks
Stalls	3050
Circle	1639
Upper Circle	1122

$f_x$  =B9+B16+B23+B30

I have displayed this information in a Pie chart. It is clear to see that stalls are the most popular type of seat.



## Percentage discount

To work out how much discount could be given I worked out the current monthly income when all seats are sold at their current price.

The Little Theatre Company				Target Income	£250,000
Ticket Sales for Chicago					
Seat Types	Capacity	Cost	Target Sales	Potential income	
Stalls	500	20	350	£7,000.00	
Circle	200	15	140	£2,100.00	
Upper Circle	150	8.5	105	£892.50	
			Total per night	£9,992.50	
			Total per week	£79,940.00	
			Total per 4 weeks	£319,760.00	

then tried out different discount numbers to work out what discount should be offered: A 21% discount can be offered.

## Modelling for stall seats only

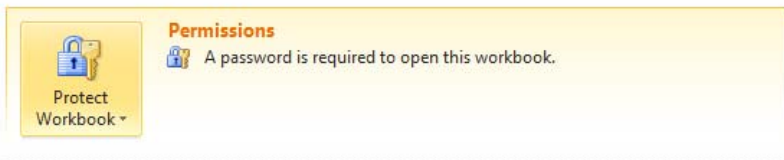
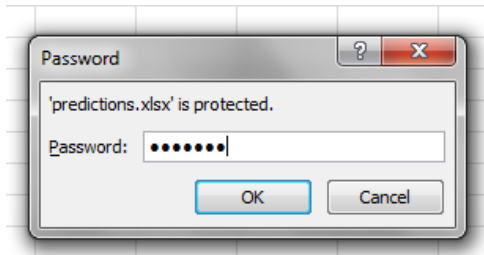
I worked out the cost of the stall only.

The Little Theatre Company				Target Income	£250,000
Ticket Sales for Chicago					
Seat Types	Capacity	Cost	Target Sales	Potential income	
Stalls	500	20	500	£10,000.00	
Circle	200	15	0	£0.00	
Upper Circle	150	8.5	0	£0.00	
			Total per night	£10,000.00	
			Total per week	£80,000.00	
			Total per 4 weeks	£320,000.00	


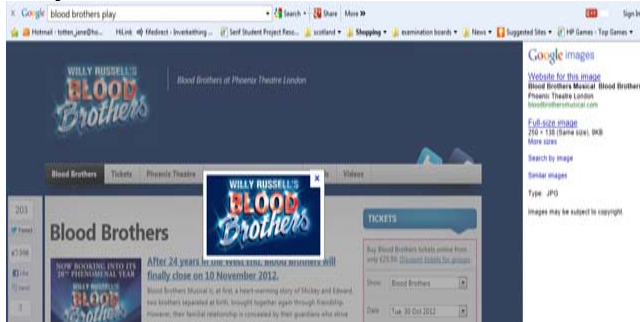

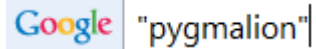




By changing the cost I found that if the tickets were £16 for a stall seat and 500 tickets were sold a profit would still be made.

A	B	C	D	E	F
The Little Theatre Company				Target Income	£250,000
Ticket Sales for Chicago					
Seat Types	Capacity	Cost	Target Sales	Potential income	
Stalls	500	16	500	£8,000.00	
Circle	200	15	0	£0.00	
Upper Circle	150	8.5	0	£0.00	
			Total per night	£8,000.00	
			Total per week	£64,000.00	
			Total per 4 weeks	£256,000.00	

I encrypted the file with password – **Ch1g1c0**



## Task 4

Search criteria	Website	Image	Copyright	Trustworthy
	<p>Willyrussell.com</p> 	 <p>.JPG</p>	May be subject to copyright.	This is the authors own website. It has sponsored links and comments/ guestbook section.
	<p>Londontheatre.co.uk</p> 	 <p>.JPG</p>	May be subject to copyright	The London Theatre is a trustworthy site. It has lots of sponsored links and advertisements. You can buy tickets online and it is updated each day.
	<p>Newsbbc.co.uk</p> 	 <p>.JPG</p>	May be subject to copyright	This is the bbc website and therefore a trustworthy site. The bbc are trustworthy.




## Stored images

Name	Type
images	File folder
ppimages	File folder
NewProductions	HTML Document
NewProductions	PagePlus Document

The Little Theatre Company > The Little Theatre Company > Webpage > images		
Name	Type	Compressed
allswellthatendswell	JPEG image	
Bloodbrothers_Cover	JPEG image	
pygmalion08	JPEG image	

## Web Page



**The Little Theatre Company**

*Tickets go on sale on 1st December*

**New Productions:**

Every Monday and Wednesday evening and Saturday afternoon  
[Blood Brothers](#)  
 By [Willy Russell](#)

Every Tuesday, Thursday and Saturday evening  
[Pygmalion](#)  
 By [George Bernard Shaw](#)

Every Wednesday afternoon and Friday evening  
[All's Well That Ends Well](#)  
 By [William Shakespeare](#)

**DISCOUNT OF 15% TO UNDER 25'S**

Visit our box office or make a booking either by telephoning 0801570123 or email [boxoffice@progress-media.co.uk](mailto:boxoffice@progress-media.co.uk)

Tickets can be posted or can be collected from the box office on the day. Box office opening times 10 am to 8 pm Monday to Saturday.

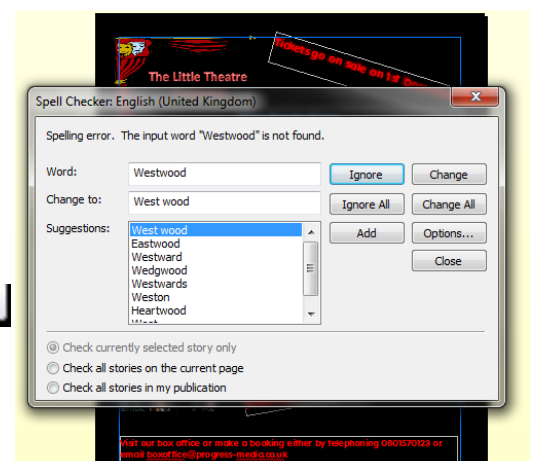
*The Little Theatre Company, Westwood Way, COVENTRY, CV8 8JQ  
 Telephone Number: 08081 570123*

I created a hyperlink for each play to websites which provide more information about the production.

<http://www.bloodbrothersmusical.com/>

[http://www.online-literature.com/george\\_bernard\\_shaw/pygmalion/](http://www.online-literature.com/george_bernard_shaw/pygmalion/)

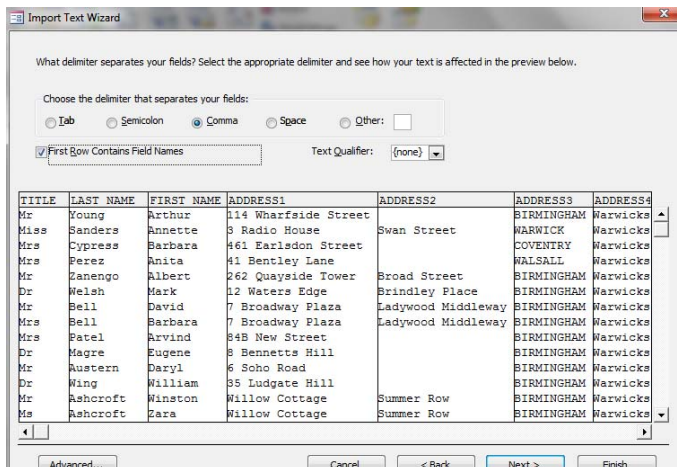
<http://www.william-shakespeare.info/shakespeare-play-alls-well-that-ends-well.htm>





## Task 5

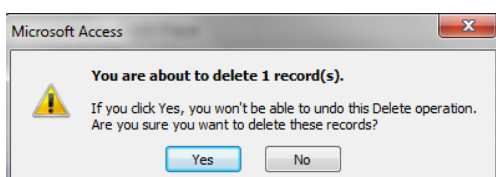
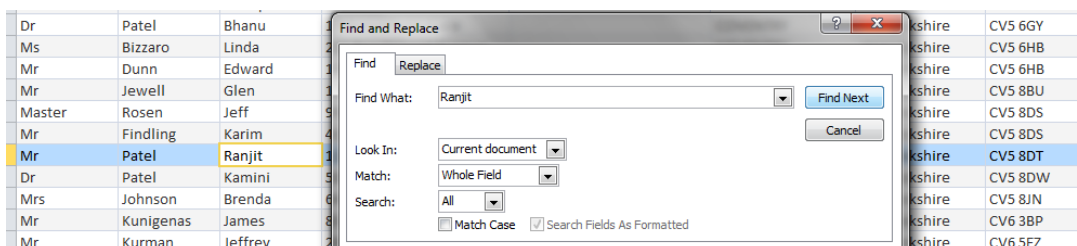
I used the import wizard to import the file into a database.



File imported.

TITLE	LAST_NAME	FIRST_NAME	ADDRESS1	ADDRESS2	ADDRESS3	ADDRESS4	POSTCODE	JOIN_DATE	T
Mr	Young	Arthur	114 Wharfside Street		BIRMINGHAM	Warwickshire	B1 1RF	12/06/2001	Anni
Miss	Sanders	Annette	3 Radio House	Swan Street	BIRMINGHAM	Warwickshire	B1 2HF	03/09/2005	Anni
Mrs	Cypress	Barbara	461 Earlsdon Street		COVENTRY	Warwickshire	B1 2HL	27/08/2000	Seni
Mrs	Perez	Anita	41 Bentley Lane		WALSALL	Warwickshire	B1 2HL	31/12/1978	Fami
Mr	Zanengo	Albert	262 Quayside Tower	Broad Street	BIRMINGHAM	Warwickshire	B1 2HL	27/08/2000	Seni
Dr	Welsh	Mark	12 Waters Edge	Brindley Place	BIRMINGHAM	Warwickshire	B1 2HL	31/12/1978	Fami
Mr	Bell	David	7 Broadway Plaza	Ladywood Middleway	BIRMINGHAM	Warwickshire	B1 2HL	29/06/2011	Anni
Mrs	Bell	Barbara	7 Broadway Plaza	Ladywood Middleway	BIRMINGHAM	Warwickshire	B1 2HL	13/05/2010	Seni
Mrs	Patel	Arvind	84B New Street		BIRMINGHAM	Warwickshire	B2 4BA	14/07/1999	Anni
Dr	Magre	Eugene	8 Bennetts Hill		BIRMINGHAM	Warwickshire	B2 5RS	29/07/2011	Anni
Mr	Austern	Daryl	6 Soho Road		BIRMINGHAM	Warwickshire	B2 1LN	04/08/2010	Anni
Dr	Wing	William	35 Ludgate Hill		BIRMINGHAM	Warwickshire	B3 1JJ	12/08/1994	Anni
Mr	Ashcroft	Winston	Willow Cottage	Summer Row	BIRMINGHAM	Warwickshire	B3 1JJ	08/05/1980	Seni
Ms	Ashcroft	Zara	Willow Cottage	Summer Row	BIRMINGHAM	Warwickshire	B3 1JJ	16/07/1996	Anni
Miss	Shea	Daphne	43 Newhall Street		BIRMINGHAM	Warwickshire	B3 3NY	19/02/2011	Lifet
Mr	Ails	Lee	33 Jiggins Lane		BIRMINGHAM	Warwickshire	B3 3LD		
Mr	Benedetto	Don	16 Hurst Street		BIRMINGHAM	Warwickshire	B5 4BN		
Mr	Labonte	David	58 Coventry Street		BIRMINGHAM	Warwickshire	B5 5NH		
Mr	Nozick	Alex	291 Gooch Street		BIRMINGHAM	Warwickshire	B5 7JE		
Miss	Adams	Flo	73 Cato Street North		BIRMINGHAM	Warwickshire	B7 5AP		
Mr	Appleberry	Brian	8 Trinity Street		COVENTRY	Warwickshire	CV1 1FL		

I used the find option to search for Ranjit Patel to remove him.



Ranjit Patel now removed.

Mr	Findling	Karim	41 Craven Street
Dr	Patel	Kamini	58 Craven Street
Mrs	Johnson	Brenda	64 Holyhead Road
Mr	Kunigenas	James	85 Radford Road

I searched Edward Dunn so that I could amend his records:

Mr	Dunn	Edward	102 Beechwood Avenue	COVENTRY	Warwickshire	CV5 6HB
----	------	--------	----------------------	----------	--------------	---------

Mr	Dunn	Edward	47 Crompton Street	WARWICK	Warwickshire	CV34 6HG
----	------	--------	--------------------	---------	--------------	----------

I made a query for Ashcroft but realised that there are two Ashcrofts' so I had to redo my query.

Membership Query1

Membership

ADDRESS2  
ADDRESS3  
ADDRESS4  
POSTCODE  
JOIN\_DATE  
TYPE  
RENEWAL\_DUE

Field:	TITLE	FIRST_NAME	LAST_NAME	ADDRESS1	ADDRESS2	ADDRESS3	ADDRESS4	POSTCODE
Table:	Membership	Membership	Membership	Membership	Membership	Membership	Membership	Membership
Sort:								
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:			"Ashcroft"					

Membership Query1

TITLE	FIRST_NAME	LAST_NAME	ADDRESS1	ADDRESS2	ADDRESS3	ADDRESS4	POSTCODE
Mr	Winston	Ashcroft	Willow Cottage	Summer Row	BIRMINGHAM	Warwickshire	B3 1JJ
Ms	Zara	Ashcroft	Willow Cottage	Summer Row	BIRMINGHAM	Warwickshire	B3 1JJ

I redid the query.

Membership Query1

TITLE	FIRST_NAME	LAST_NAME	ADDRESS1	ADDRESS2	ADDRESS3	ADDRESS4	POSTCODE
Ms	Zara	Ashcroft	Willow Cottage	Summer Row	BIRMINGHAM	Warwickshire	B3 1JJ

Label Wizard

What would you like on your mailing label?

Construct your label on the right by choosing fields from the left. You may also type text that you would like to see on every label right onto the prototype.

Available fields:

ADDRESS1  
ADDRESS2  
ADDRESS3  
ADDRESS4  
POSTCODE

Prototype label:

{TITLE} {FIRST\_NAME} {LAST\_NAME}  
{ADDRESS1}  
{ADDRESS2}  
{ADDRESS3}  
{ADDRESS4}  
{POSTCODE}

Ms Zara Ashcroft  
Willow Cottage  
Summer Row  
BIRMINGHAM  
Warwickshire  
B3 1JJ

Cancel < Back Next > Finish

Backstage pass for current productions. Lifetime and Family membership types who joined before 2000. Only showing: first/last names and their full address – alphabetical order of last name.

Using the query wizard I first checked that the type of membership and joined date criteria was accurate – I ran the query and this showed only Lifetime and Family criteria who joined before January 2000.

Field:	FIRST_NAME	ADDRESS1	ADDRESS2	ADDRESS3	ADDRESS4	POSTCODE	JOIN_DATE	TYPE	RENEWAL_DUE
Table:	Membership	Membership	Membership	Membership	Membership	Membership	Membership	Membership	Membership
Sort:									
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:							<#01/01/2000#	"Lifetime"	
or:								"Family"	

I then removed these fields and sorted into alphabetical order.

Field:	LAST_NAME	FIRST_NAME	ADDRESS1	ADDRESS2	ADDRESS3	ADDRESS4	POSTCODE	JOIN_DATE	TYPE
Table:	Membership	Membership	Membership	Membership	Membership	Membership	Membership	Membership	Membership
Sort:	Ascending								
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:							<#01/01/2000#	"Lifetime"	"Family"
or:									

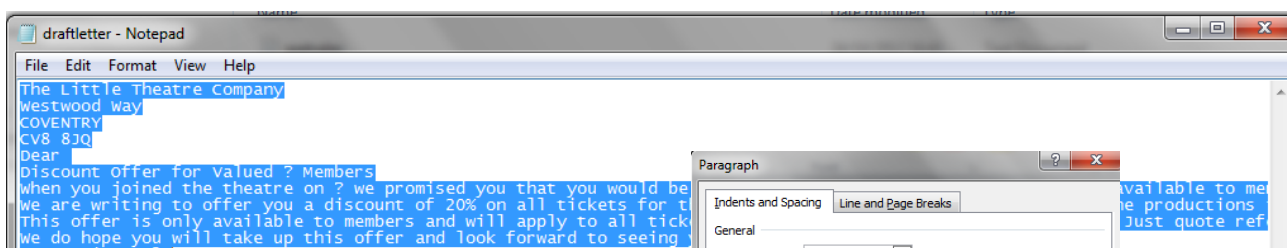


I ran the query using the run icon

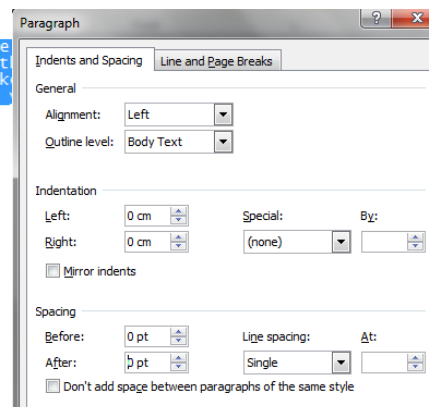
Run

LAST_NAME	FIRST_NAME	ADDRESS1	ADDRESS2	ADDRESS3	ADDRESS4	POSTCODE
Bell	Barbara	7 Broadway Plaza	Ladywood Middleway	BIRMINGHAM	Warwickshire	B16 8LP
Bell	David	7 Broadway Plaza	Ladywood Middleway	BIRMINGHAM	Warwickshire	B16 8LP
Bennett	Dayle	12 The Butts		COVENTRY	Warwickshire	CV1 3GR
Benson	Penelope	31 Sewall Highway		COVENTRY	Warwickshire	CV2 3NX
Bizzaro	Linda	215 Beechwood Avenue		COVENTRY	Warwickshire	CV5 6HB
Dunn	Edward	47 Crompton Street		WARWICK	Warwickshire	CV34 6HG
Goodman	Craig	132 Lichfield Street		WALSALL	Warwickshire	WS1 1SL
Johns	Harry	16 New Street		KENILWORTH	Warwickshire	CV8 2EZ
Johns	Emiline	16 New Street		KENILWORTH	Warwickshire	CV8 2EZ
Johns	Charles	16 New Street		KENILWORTH	Warwickshire	CV8 2EZ
Kulczyk Stier	Joyce	49 Whitefriars Street		COVENTRY	Warwickshire	CV1 2DS
Patel	Kamini	58 Craven Street		COVENTRY	Warwickshire	CV5 8DW
Shearer	Rebecca	5 Castle Green		KENILWORTH	Warwickshire	CV8 1ND
Shearer	Douglas	5 Castle Green		KENILWORTH	Warwickshire	CV8 1ND

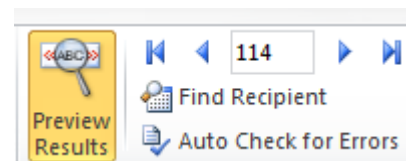
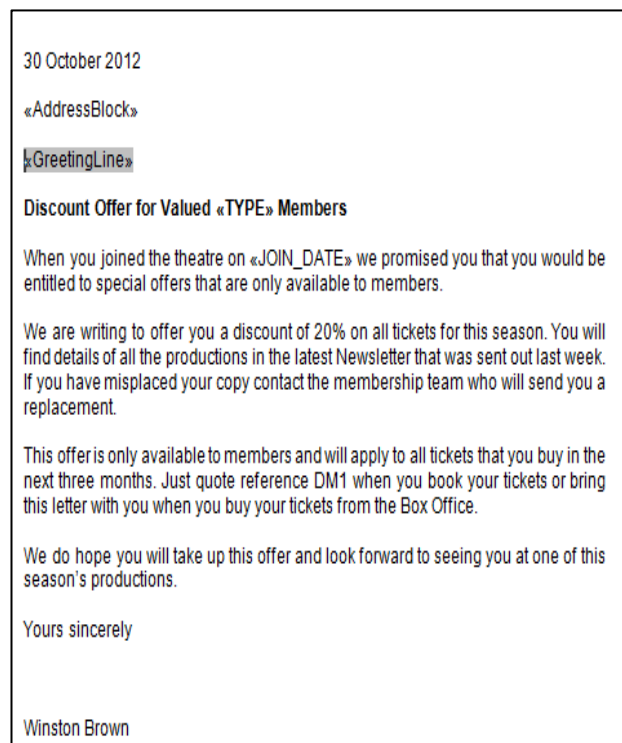
I copied and pasted the draft letter into a word document.



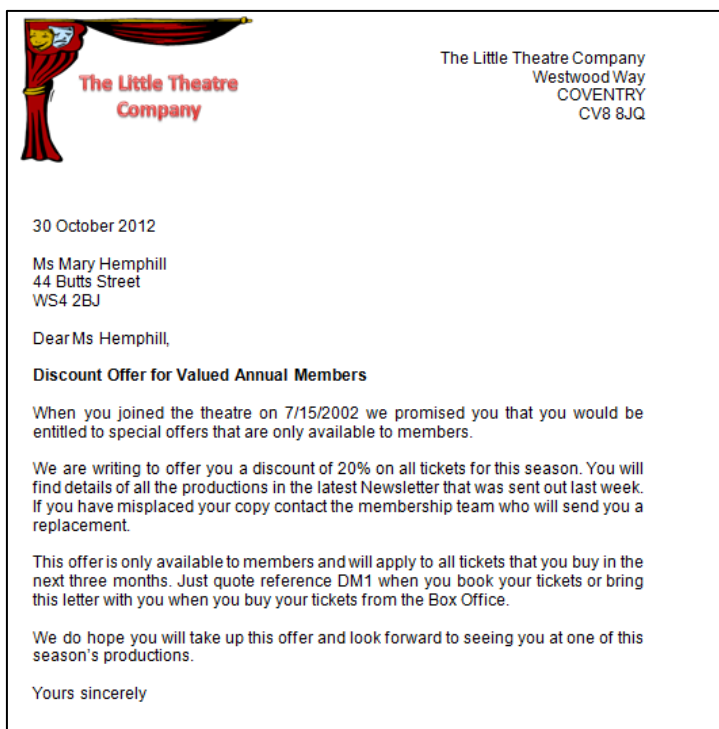
I then altered the line spacing etc.



I then created a mail merge document from my membership file.




Company Logo added.



## Task 6

I copied and pasted the draftprod text into a word document to create a report. I completed all the sections required and added some page numbering and a front cover. I change the text to single line spacing and put the headings into bold.



# Emma Harris

## The Little Theatre Company

### Chicago Productions

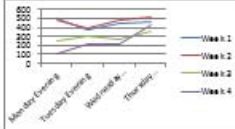

### The Little Theatre Company Productions

#### Chicago Production

Seats for this production have been on sale for six weeks. We have analysed the figures and have found that the total income to be £196,168 but this did not meet the target set. Thursday was the most popular evening. The stalls were also the most popular type of seat.

Total overall income	£196,168.00
Target income Met	No

The graph below shows the seat sales for evening performances only.

#### Special Promotions

We will be hosting performances by several touring theatre companies over the next season. The current list of performances are:

- End of the Rainbow
- South Pacific
- Shrek the Musical
- Billy Elliot
- **Tigger Tigger**
- Twelfth Night

Promotion of these events is already underway with posters advertising the productions placed in prominent positions throughout the town.

To encourage more sales we are sending a letter to all members offering them a 20% discount for this three month season. This is the first year we have offered this promotion and we will look at the number of sales to see if there is a significant increase in seat sales when compared to previous years. If this promotion is successful we may repeat it for future productions.

We intend to offer backstage passes to all our members who hold lifetime or family membership types and who joined the theatre before January 2000. The following members qualify:

Backstage Pass					
Ball	Barbara	7 Broadway Place	Ladywood	BIRMINGHAM	Warwickshire CV1 5UP
Ball	David	7 Broadway Place	Ladywood	BIRMINGHAM	Warwickshire CV1 5UP
Bennett	Debbie	12 The Butts		COVENTRY	Warwickshire CV1 5QR
Benson	Pandora	51 Seawall Highway		COVENTRY	Warwickshire CV2 5NX
Bussop	Linda	215 Spadwood Avenue		COVENTRY	Warwickshire CV1 6HB
Dunn	Edward	47 Crompton Street		WARWICK	Warwickshire CV1 4 6HQ
Goodman	Craig	133 Uppfield Street		WALSALL	Warwickshire W68 1SL
Jellins	Mary	18 New Street		KEILWORTH	Warwickshire CV1 2 8E
Jellins	Stephen	18 New Street		KEILWORTH	Warwickshire CV1 2 8E
Jellins	Charles	18 New Street		KEILWORTH	Warwickshire CV1 2 8E
Walsall Star	Joyce	49 Spadwood Street		COVENTRY	Warwickshire CV1 2 0S
Feld	Sarah	18 Crown Street		COVENTRY	Warwickshire CV1 2 0W
Shoarer	Kathleen	5 Castle Green		KEILWORTH	Warwickshire CV1 2 1ND
Shoarer	Douglas	5 Castle Green		KEILWORTH	Warwickshire CV1 2 1ND

When members use their backstage pass our sales team will be on hand to remind them of their 20% members discount and to take any bookings. Members will not, however, be under any obligation to buy tickets to any of the performances.

#### New Productions

Three plays, Blood Brothers, Pygmalion and All's Well That Ends Well, are in rehearsal by our own production company. Rehearsals are going well. We intend to start our advertising campaign at the end of this month. We intend to target a wider audience and incorporate a complimentary booking form to encourage sales. We intend to use the images shown below in the publicity material, however permission will need to be confirmed before the materials are finalised.

#### Other Developments

We are working the Local Authority in a new initiative to encourage more young people to attend the theatre. We will provide local schools groups heavily discounted tickets for all afternoon performances and those evening performances where seats sales are falling considerably short of their target figures.

We hope that these initiatives will widen our target audience and increase seat sales.



LO1: Be able to use techniques to search for, store and share information		
MB1: 1 - 6 marks	MB2: 7 - 11 marks	MB3: 12 - 15 marks
<p>Produces a <b>basic</b> system to store electronic files, in which</p> <ul style="list-style-type: none"> <li>◦ <b>some</b> folders have meaningful names</li> <li>◦ <b>some</b> files are saved in an appropriate file type with meaningful names</li> <li>◦ <b>some</b> files are stored logically within the folder structure.</li> </ul> <p>Demonstrates a <b>limited</b> understanding of the most common tools and features of email software.</p> <p>Enters <b>basic</b> search criteria into a search engine to find appropriate information which partly meets the specified requirements, and records <b>limited</b> information on the Copyright holder(s) of the information found.</p> <p style="text-align: right;">[1 2 3 4 5 6]</p>	<p>Produces a <b>sound</b> system to store electronic information, in which</p> <ul style="list-style-type: none"> <li>◦ <b>most</b> folders have meaningful names</li> <li>◦ <b>most</b> files are saved in an appropriate file type with meaningful names</li> <li>◦ <b>most</b> files are stored logically within the folder structure.</li> </ul> <p>Demonstrates a <b>sound</b> understanding of the most common tools and features of email and some understanding of the more advanced features of email software. Demonstrates <b>some</b> awareness of email etiquette.</p> <p>Enters <b>sound</b> search criteria into a search engine to find appropriate information which largely meets the specified requirements, and records the Copyright holder(s) of the information found with <b>some</b> accuracy but not <b>all</b> the required details.</p> <p style="text-align: right;">[7 8 9 10 11]</p>	<p>Produces a well structured, logical system to store electronic information, in which</p> <ul style="list-style-type: none"> <li>◦ <b>all</b> folders have meaningful names</li> <li>◦ <b>all</b> files are saved in an appropriate file type with meaningful names and, where appropriate, versions of file(s) are clearly identified</li> <li>◦ <b>all</b> files are stored logically within the folder structure.</li> </ul> <p>Demonstrates a <b>thorough</b> understanding of the common and advanced tools and features of email software. Demonstrates a <b>thorough</b> understanding of email etiquette.</p> <p>Enters <b>effective</b> search criteria into a search engine to find appropriate information, which fully meets the specified requirements, and records the Copyright holder(s) of the information found accurately and <b>thoroughly</b>.</p> <p style="text-align: right;">[12 13 14 15]</p>
<p><b>Commentary</b> Page references:- 2-5 , 11-12 and files.</p> <p>The candidate has created a well-structured electronic filing system with reasonably meaningful names for files and folders, although this could have been more logical. There is evidence of a zipped folder and a secure password has been set for the spreadsheet. There is no evidence of more than one version of any file.</p> <p>The candidate has produced two leaflets using MS Publisher; one for using email and email etiquette and the other on internet searching. The explanations of netiquette reflect a thorough understanding but the explanations of the tools listed in the specification can only be classed as sound because not all tools have been explained eg groups, bcc and other explanations lack depth and thoroughness eg email signature.</p> <p>The candidate used Google to search for images relating to the new productions at The Little Theatre Company. The search criteria are quite basic in that they generally consist of the name of the production, although some concept of key words is evident in the addition of 'play' in the first search. An image search would have been more effective. The search criteria match MB1 requirements although the candidate has found information that meets the requirements specified in the assignment. The candidate has stored images and also recorded their source and acknowledged the existence of copyright, which does not fully meet MB1 requirements as there is nothing about the copyright holder.</p> <p>Although not all criteria have been met, the best fit here is MB2 – there is some evidence overall of an understanding of search criteria and useful information has been found. Some MB3 criteria are met, albeit not well, and this provides further support to consider MB2 the best fit. However, because of the very poor response to copyright, also the poor search criteria, 9 marks should be considered the best fit.</p> <p style="text-align: right;"><b>9 Marks</b></p>		

LO2: Be able to select and use software to handle data		
MB1: 1 - 6 marks	MB2: 7 - 11 marks	MB3: 12 - 15 marks
Creates a spreadsheet or database importing data with some accuracy which meets <b>some</b> of the specified requirements.	Creates a spreadsheet or database importing data <b>mostly</b> accurately which meets <b>most</b> of the specified requirements.	Creates a spreadsheet or database importing data with <b>complete</b> accuracy which <b>fully</b> meets the specified requirements.
Edits and manipulates data with <b>some</b> accuracy and provides <b>some relevant</b> information to meet particular purposes.	Edits and manipulates data <b>mostly</b> accurately and provides <b>mostly</b> relevant information to meet particular purposes.	Edits and manipulates data with <b>complete</b> accuracy and provides <b>wholly</b> relevant information to meet particular purposes.
The choice of data-handling software used is of <b>limited</b> appropriateness to the audience and purpose.	The choice of data-handling software used is of <b>sound</b> appropriateness to the audience and purpose.	The choice of data-handling software used is of <b>wholly</b> appropriate to the audience and purpose.
[1 2 3 4 5 6]	[7 8 9 10 11]	[12 13 14 15]

### Commentary

Page References:- 6-11, 13-16, SS and DB

The candidate has created a spreadsheet (Task 3) by copying/pasting the seatsales.txt file. The performance dates have been stored. Functions have been used to calculate the total income per type of seat per week and then over the 4 weeks. The candidate has used an IF statement to identify if the target seat sales have been met. The candidate has used the filter tool and sort to identify evening performances with the overall lowest seat sales. To analyse the sales trend for a Monday to Thursday evenings the candidate extracted the relevant information into a separate worksheet and then calculated the total seats per performance and then produced a suitably labelled line graph displaying seat sales trends for a Monday – Thursday evening performances. The candidate also worked out the seat sales for the different type of seats eg circle, and identified that the stalls were the most popular type of seat; this was not requested and has no relevance to the trend of seat sales. The candidate has explained the findings. The candidate also worked out the % discount that could be given without falling below the target figure and used trial and error to work out the price if only stall seats were sold. This modelling makes good use of appropriate formulas to enable data to be changed to predict the outcome. The candidate's answers are accurate.

The candidate has imported the members.csv file into a database (Task 5) which was the most appropriate data-handling software. The candidate has edited the file according to the user needs, with no errors, and produced a label. The candidate created a query for members that qualify for backstage passes, selecting Family and Lifetime members but unfortunately failed to set the 'joined before' date for the family members, therefore the results list is incorrect. Had the unwanted records been more obvious (they all have a join date of exactly 01/01/2000) the candidate's method of running the query with the search fields showing would probably have resulted in the error being spotted. The candidate used a query of all members to produce the required mail-shot.

The best fit here is MB3 as the spreadsheet solution is fully accurate, making good use of appropriate methods. The database response includes an incorrect query which would not provide wholly accurate/relevant information to meet the specified purposes, which means that the highest mark cannot be awarded. The spreadsheet also included information which was not wholly relevant.

**13 Marks**

LO3: Be able to select and use software to communicate information for a business purpose		
MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 9 marks
Creates a <b>limited range</b> of file types, sometimes selecting the appropriate medium for the type of communication.	Creates a <b>range</b> of file types, <b>mostly</b> selecting the appropriate medium for the type of communication.	Creates a <b>range</b> of file types, in each case selecting the appropriate medium for the type of communication.
Uses some tools and facilities in each type of software with <b>limited</b> effectiveness to meet <b>some</b> of the specified requirements. <b>[1 2 3]</b>	Uses the tools and facilities in each type of software with <b>sound</b> effectiveness to meet <b>most</b> of the specified requirements. <b>[4 5 6]</b>	Uses the tools and facilities in each type of software <b>effectively</b> to meet <b>all</b> of the specified requirements. <b>[7 8 9]</b>
<p><b>Commentary</b> Page references:- All</p> <p>Throughout the assignment the candidate has produced a web page, two leaflets using DTP, a logo saved as a jpg, a range of word-processed documents, spreadsheet and database files. It cannot be considered that DTP is the best tool to create a web page and the candidate's choice of a C fold leaflet to present user guides is not the most appropriate, providing only narrow columns and limited space.</p> <p>A large variety of appropriate tools and features have been used within the packages, with a degree of effectiveness although some decisions, eg the erroneous database query, the format of the leaflets and the choice of a single web page in portrait orientation, cannot be considered wholly effective.</p> <p>This work is on the borderline between MB2 and MB3 – MB2 requirements are fully met and some tasks meet MB3 requirements, allowing 7 marks to be awarded.</p> <p style="text-align: right;"><b>7 Marks</b></p>		



MB1: 1 - 2 marks	MB2: 3 - 4 marks	MB3: 5 - 6 marks
Includes content, <b>some</b> of which meets the specified requirements and has <b>limited</b> suitability for the target audience. Errors may be intrusive and likely to impact significantly on the meaning of the content. <div>[1 2]</div>	Includes content, <b>most</b> of which meets the specified requirements and is <b>mostly</b> suitable for the target audience. Occasional errors will not affect the overall meaning. <div>[3 4]</div>	Includes content that <b>fully</b> meets the specified requirements and is <b>wholly</b> suitable for the target audience. <b>Few</b> , if any, errors in spelling, punctuation and grammar. <div>[5 6]</div>
<p><b>Commentary</b> Page references:- All</p> <p>The candidate has completed all tasks and included all content which meet the specified requirements and is mostly suitable for the target audience, eg web page includes all required content and the results from the data handling tasks have been incorporated within the report. However, the user guides are very brief – fuller explanations with more appropriate examples would have more fully met the specified requirements and been more suitable for the target audience. Although the list of members who qualify for a backstage pass is inaccurate the candidate should not be penalised again for this – she has included all content that is relevant from her files.</p> <p>The documents have been spell checked but there are errors in grammar in most of the documents, at least some of which should have been obvious if the candidate had read them through (eg two ‘do no’s in the email leaflet, singular/plural errors in the internet leaflet and ‘have found that the total income to be’ in the report).</p> <p>This work is on the borderline between MB2 and MB3 – all MB2 criteria are fully met and some tasks meet MB3 criteria. There is just sufficient to consider MB3 the best fit, allowing 5 marks to be awarded. .</p> <p style="text-align: right;"><b>5 Marks</b></p>		

LO4: Be able to use software tools to format information		
MB1: 1 - 6 marks	MB2: 7 - 11 marks	MB3: 12 - 15 marks
<p>Makes <b>basic</b> use of formatting tools, there may be <b>limited</b> consistency in their use.</p> <p>The <b>basic</b> application of formatting tools has <b>limited</b> impact on the overall appearance of the document and ease with which information can be read.</p> <p>Requires support to enhance the appearance of the output.</p> <p>[1 2 3 4 5 6]</p>	<p>Makes <b>sound</b> use of formatting tools and in <b>most</b> cases applies them consistently.</p> <p>The <b>sound</b> application of formatting tools results in <b>some</b> enhancement of the overall appearance of the document and improves the ease with which information can be read.</p> <p>Works with only <b>occasional</b> support to enhance the appearance of the output.</p> <p>[7 8 9 10 11]</p>	<p>Makes <b>effective</b> use of formatting tools and applies them consistently.</p> <p>The application of formatting tools <b>thoroughly</b> enhances the overall appearance of the document and means the information is consistently clear and easy to read.</p> <p>Works <b>independently</b> to enhance the appearance of the output.</p> <p>[12 13 14 15]</p>
<p><b>Commentary</b></p> <p>Page references: All</p> <p>Throughout the assignment the candidate has made good use of a range of formatting techniques as listed in the specification. There are some omissions where the tasks would have allowed other tools to have been used, eg a date field on the letter. The report was well laid out although the retention of native formatting from the spreadsheet and database creates inconsistency and detracts somewhat from the overall presentation. The formatting across the documents shows some consistency although this is not complete.</p> <p>All tools were used effectively and thoroughly enhance the overall appearance of the documents, including the spreadsheet.</p> <p>The centre has indicated through the marking grid that the candidate worked independently and this was also evidenced by the individual style, appearance and layout of all tasks.</p> <p>The candidate has clearly met MB3 requirements, although improvements in the use of tools and in consistency could have been made. 13 marks can be awarded.</p> <p><b>13 Marks</b></p>		

Total marks awarded - 47/60