Functional Skills ICT

Activity Bank

Level 2

OCR
RECOGNISING ACHIEVEMENT

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Introduction

What these support materials aim to do

The following tasks have been written to support teaching and learning that leads to OCR's Functional Skills ICT Level 2 qualification.

The goal for teaching and learning is that learners are able to identify how they could use their ICT skills to help them carry out a particular task. They should then be able to carry out the necessary steps confidently and independently. This means they can use their ICT skills in a functional way.

Fitting the tasks into the curriculum

These tasks are designed as a teaching resource rather than as practice assessments – though you might wish to use some of them that way. Summary matrixes are provided in the following pages to show which part of the Functional Skills Standards are covered by each task.

What the tasks are like

The tasks contain the following:

- a task sheet
- resource sheet(s) (for some level 2 tasks)
- teacher notes
- sample solution.

Most of tasks require the use of data files that are provided in folders as indicated in the teacher notes.

Data files

The data files supplied with these activities are supplied in the following formats.

Image files - supplied in .jpg format
All other files - supplied in Microsoft 97-2003 .doc format and in **.txt** format

One of the skills standards at both levels is that learners show that they can "select and use software applications to meet needs". This means that data files cannot be provided in software specific applications.

It is your responsibility to ensure that the data files are in a format that suits how your learners have been prepared.

For example, learners can copy and paste the data provided in the Microsoft Word format into a spreadsheet application so that they can process numerical data, display numerical data in a graphical format and/or enter, search, sort and edit records.

However, some database applications do not allow this facility and candidates will need to import the data from the .txt file. It is your choice whether you prepare you candidates to copy and paste or to import the **.txt** files.

Coverage of the Skill Standards by task

ICT – LEVEL 2										
Skill Standard		**Coverage and Range**		**Task**						
				1	**2**	**3**	**4**	**5**	**6**	**7**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	√	√	√	√	√	√	√
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	√	√	√	√	√	√	√
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	√	√	√	√	√	√	√
		2.2.3	select and adjust system settings as appropriate to individual needs							
		2.2.4	respond to ICT problems and take appropriate action							
		2.2.5	understand the danger of computer viruses and how to minimise risk		√					
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	√	√	√	√	√	√	√
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	√					√	
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	√						
		2.5.2	evaluate fitness for purpose of information	√	√		√			
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	√	√	√	√	√	√	√
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data						√	√
		2.7.2	display numerical data in a appropriate graphical format							√
		2.7.3	use appropriate field names and data types to organise information						√	
		2.7.4	data set by searching, sorting and editing records						√	
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts							√
		2.8.2	use collaborative tools appropriately							
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication							
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	√	√	√	√	√	√	
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	√	√	√	√	√	√	√
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	√	√	√	√	√	√	√

Task 1 - Finding and selecting information from the internet

See resource sheet 1.

The learner has to select suitable software to use to complete the task.

The learner should plan how they will use ICT to complete the task.

Resource sheet 1 - Finding and selecting information from the internet Level 2

Toni is a teacher. You need to carry out the following task for Toni.

Save your work regularly. You should save any files you create so it is clear to Toni what is in them.

Task

Toni needs you to prepare an A4 page handout for her. Toni will use the handout during a talk she is giving at a local slimming club. The handout must show the Height/Weight chart and describe what it means.

Find the information about the Height/Weight chart from the internet and prepare the handout for Toni.

Make sure that the information in the handout is presented clearly.

Evidence you must provide:

Screen dump(s) that gives details of the search you carried out to find the information.

A printout of the handout you prepared for Toni.

Possible solutions

This task contains a mixture of fixed responses and open responses.

The fixed responses in this task are that:

- the learner must find the specified information from the internet
- the learner must prepare an A4 handout showing the information found.

The open responses in this task are that:

- the learner selects the software to find the information and prepare the A4 information sheet
- the learner chooses how to find the information required
- the learner chooses the way to present the information sheet so that it clearly presents the information about the height/weight chart (e.g. choice of headings, layout etc.)

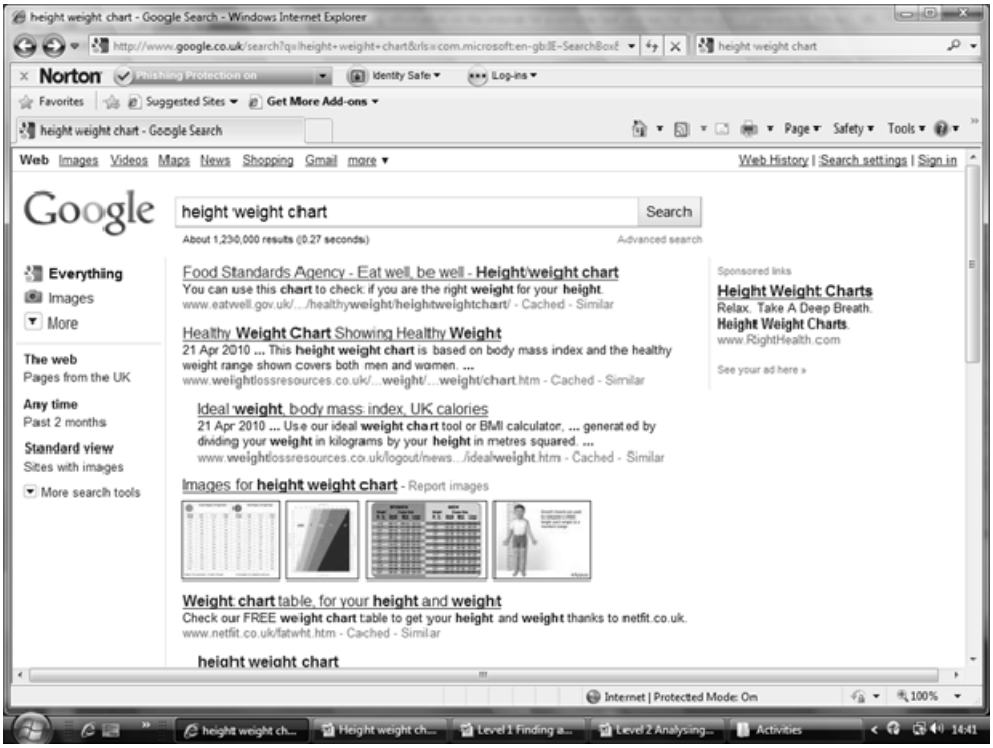
The final information sheet produced should be fit for purpose (see sample printout provided).

To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

Sample solution

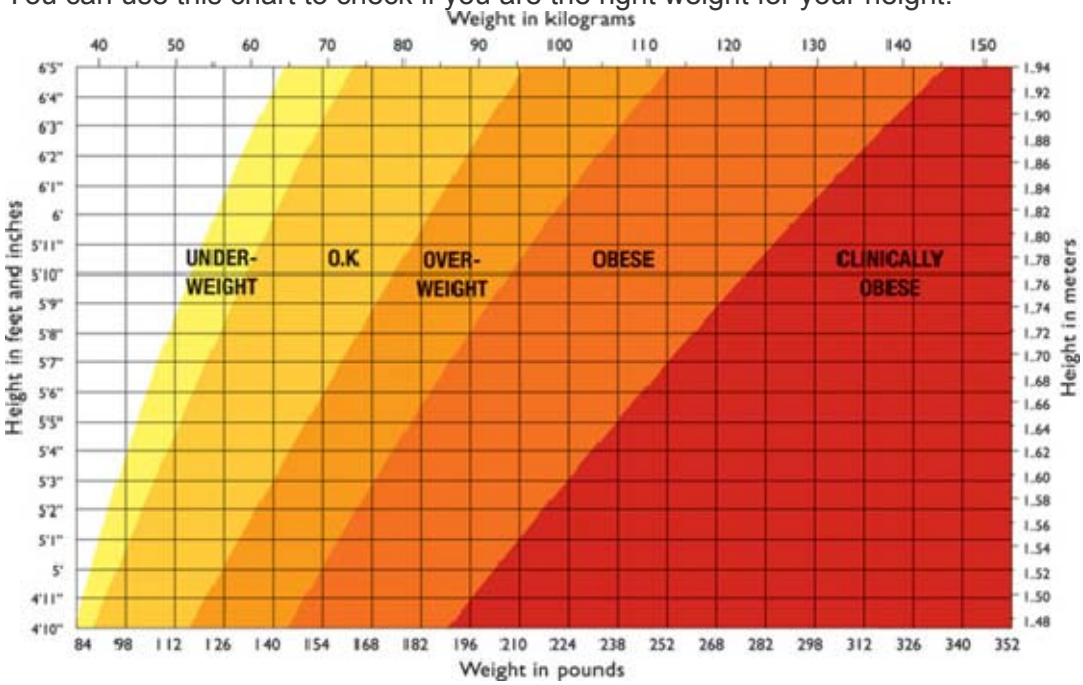
Screen dump of search carried out and printout of handout to be used by Toni

File name – **Height and weight chart usage handout.**



Height/weight chart

You can use this chart to check if you are the right weight for your height.



Underweight

If you're underweight, this may be of concern. You may need to put on weight, in which case this should be done as part of a well-balanced and nutritious diet. If your weight is very low, consult your GP.

OK

If your weight is in the ok range, you don't need to lose weight. You're eating the right amount of food to keep your weight in the desirable range for health, but it's still important to make sure you're eating a healthy balanced diet. If your weight is at the lower end of the range, try to maintain it and don't be tempted to aim for the underweight category.

Overweight

If you're overweight for your height, make sure you don't put on any more weight. Try to cut down on the amount you're eating, especially food and drinks high in fat or sugar, and try to do more physical activity. Aim to lose half to one kilogram (one to two pounds) a week, until you get down to the OK weight range. Check with your GP if you need to lose weight and you've had problems losing it in the past. Have a look at the How to be a healthy weight section for some practical tips.

Obese

If your weight has reached the obesity level, this could increase your risk of heart disease, Type II diabetes, high blood pressure and osteoarthritis. If you fall into this group, it's important for you to lose weight. If you've had problems trying to lose weight in the past, check with your GP before you start on a weight reduction programme.

This information is only a guide and it's aimed at healthy adults. It isn't suitable for children, young people or older people. Also, if you have well-developed muscles, you may find that you will fall into the category of overweight on the Body Mass Index calculator and the 'Are you the right weight for your height?' chart, when in fact you may have a healthy body shape and very little fat. If you think this is the case, have a look at the 'Your body shape' section to help you find out.

Source: www.eatwell.gov.uk

ICT – LEVEL 2				
Skill Standard		**Coverage and Range**		**The learner must:**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	Plan how to find the information and produce the handout.
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	Select software to complete the task.
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	Use appropriate interface features e.g. copy and paste etc.
		2.2.3	select and adjust system settings as appropriate to individual needs	
		2.2.4	respond to ICT problems and take appropriate action	
		2.2.5	understand the danger of computer viruses and how to minimise risk	
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	Save the final handout appropriately.
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	Use a search engine to find the required information.
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	Acknowledge their source on the handout.
		2.5.2	evaluate fitness for purpose of information	Select appropriate information only.
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	Format the handout using e.g. font styles, font sizes, text wrap, line spacing etc.
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data	
		2.7.2	display numerical data in a appropriate graphical format	
		2.7.3	use appropriate field names and data types to organise information	
		2.7.4	data set by searching, sorting and editing records	
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts	
		2.8.2	use collaborative tools appropriately	
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication	
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	Organise the information found about the height and weight chart.
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	Make sure all information entered is accurate.
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	Check their work as they go to make sure it is fit for purpose and modify if necessary.

Task 2 - Preparing a leaflet for employees

See resource sheet 2.

The learner requires two files for this task. The files have been provided in the **preparing a leaflet for employees** folder. The image has been provided as a **.jpg** file. The other file has been provided in **Word 2000-2003** format and in **.txt** format. You should decide which of these formats suits your learners and provide that format only for the task.

The learner has to select suitable software to use to complete the task. In this task the learner may just open the **computer virus text** file and produce their leaflet from there. They may also choose to copy and paste the **computer virus text** file into another application to produce their leaflet.

The learner should plan how they will use ICT to complete the task. The learner should also plan what to name their final leaflet so that it is clear to Dave what it is.

Resource sheet 2 - Preparing a leaflet for employees Level 2

Dave is the manager of the IT support team in a company. You need to carry out the following task for Dave.

Save your work regularly. You should save any files you create so it is clear to Dave what is in them.

Dave has provided you with the files listed below:

- **computer virus text**
- **computer virus image.**

Task

Dave needs a leaflet that provides information about computer viruses to the employees of the company.

a) Dave needs you to find some information before you start the leaflet. He needs you to find out about precautions employees can take to reduce the risk of getting a computer virus. Find this information from the internet.

Save the information you find so that you can enter it into leaflet.

b) Create the leaflet for Dave. You must include:

- the text Dave has provided in a file
- the image Dave has provided in a file
- the information you found from the internet (inserted in a suitable place in the text provided)
- the contact details for the IT Support Team, - Room 7, Floor 5, Phone: 5675, email: itsupport@mtt.coz – in case anyone needs further information or assistance.

Evidence you must provide:

Screen dump(s) of the search carried out.

A printout of the leaflet created.

Possible solutions

This task contains a mixture of fixed responses and open responses.

The fixed responses in this task are that:

- the learner must open and use the files provided
- the learner must include information they have found on the internet
- the learner must include the information about the IT Support Team in the leaflet.

The open responses in this task are that:

- the learner selects the software to produce the leaflet
- the learner chooses the way the leaflet is formatted (choice of font, style, size, alignment, use of bullets, line spacing, margins, orientation, columns, position of the image etc)
- the learner adds additional information (title of leaflet, IT support team details etc. so that it is clear to the reader what it is about)
- the learner selects relevant information from that found on the internet and enters it into an appropriate place in the text provided.

The final leaflet produced should be fit for purpose, that is, it displays all the information clearly and all the information is relevant and accurate (see sample printout provided).

To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf

Sample solution – Leaflet for employees
File name – **computer viruses information leaflet**

For further information or assistance please contact:

IT Support Team
Room 7 Floor 5
Phone: 5675
email: itsupport@mtt.coz

Is your computer feeling poorly?

Maybe it has got a virus?

COMPUTER VIRUSES

INFORMATION LEAFLET

Computer viruses

Computer viruses can be minor and just cause minor inconvenience in using your computer but they can also have serious consequences for our business.

What is a computer virus?

A computer virus is a software program that spreads from one computer to another computer and that interferes with computer operation. A computer virus may:

- corrupt or delete data on a computer
- use an e-mail program to spread the virus to other computers
- delete everything on the hard disk

How are computer viruses spread?

Computer viruses are most easily spread by attachments in e-mail messages or by instant messaging messages. Computer viruses can be disguised as attachments of funny images, greeting cards, or audio and video files. Computer viruses also spread by using downloads on the Internet. Computer viruses can be hidden in pirated software or in other files or programs that you may download.

Symptoms of a computer virus

The following are some indicators that a computer may be infected:

- the computer runs slower than usual
- the computer stops responding, or it locks up frequently
- the computer crashes, and then it restarts every few minutes
- the computer restarts on its own
- applications on the computer do not work correctly
- disks or disk drives are inaccessible
- an antivirus program is disabled for no reason
- an antivirus program cannot be installed on the computer, or the antivirus program will not run
- new icons appear on the desktop that you did not put there, or the icons are not associated with any recently installed programs
- strange sounds or music plays from the speakers unexpectedly
- a program disappears from the computer even though you did not intentionally remove the program

Note: these are common signs of infection. However, these signs may also be caused by hardware or software problems that have nothing to do with a computer virus.

How can you reduce the risk of getting a virus?

Some virus damage is insignificant but inconvenient. Some virus damage is disastrous, putting the computer system out of action by erasing files or corrupting data.

Viruses can be prevented by taking sensible precautions. Precautions include:

- using up to date anti-virus software
- not opening an email attachment unless you are expecting it and know the source
- not allowing other users to use their own memory stick on your system.
- avoiding software from unreliable sources

Backup your data

It is good practice to backup your data regularly. If a virus does get into your computer and damages your data, then you are still able to restore the damaged files from backup.

A healthy computer is a happy computer.

ICT – LEVEL 2				
Skill Standard		**Coverage and Range**		**The learner must:**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	Plan how to find the required information and create the leaflet.
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	Select software to create the leaflet.
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	Use appropriate interface features e.g. page layout tools.
		2.2.3	select and adjust system settings as appropriate to individual needs	
		2.2.4	respond to ICT problems and take appropriate action	
		2.2.5	understand the danger of computer viruses and how to minimise risk	Show understanding by selection of information.
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	Open the files provided and save the leaflet appropriately.
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	
		2.5.2	evaluate fitness for purpose of information	Select relevant information.
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	Create and format the leaflet so that it is clear. Enter information found on internet.
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data	
		2.7.2	display numerical data in a appropriate graphical format	
		2.7.3	use appropriate field names and data types to organise information	
		2.7.4	data set by searching, sorting and editing records	
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts	
		2.8.2	use collaborative tools appropriately	
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication	
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	Combine the files provided with additional information found and provided.
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	Make sure all information entered is accurate.
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	Check their work as they go to make sure it is fit for purpose and modify if necessary.

Task 3 - Designing a logo

See resource sheet 3.

The learner requires six files for this task. The files have been provided in the **designing a logo** folder. The images have been provided as **.jpg** files. The other file has been provided in **Word 200-2003** format.

The learner should also be provided with the Resource Sheet for this.

The learner has to select suitable software to use to complete the task.

The learner should plan how they will use ICT to complete the task. The learner should also plan what to name their final graphic/logo so that it is clear to Jamie what it is.

Resource sheet 3 – Designing a logo Level 2

Jamie is the owner of a new garden design company. He has named the company JGD - Jamie's Garden Designs. You need to carry out the following task for Jamie.

Save your work regularly. You should save any files you create so it is clear to Jamie what is in them.

Jamie has provided you with the files listed below:

- **consultant letter text**
- **courtyard image**
- **leaf1 image**
- **leaf2 image**
- **petals image**
- **palms image.**

Task

Jamie needs a logo for his new company. The Resource Sheet attached shows examples of some logos he has seen and likes.

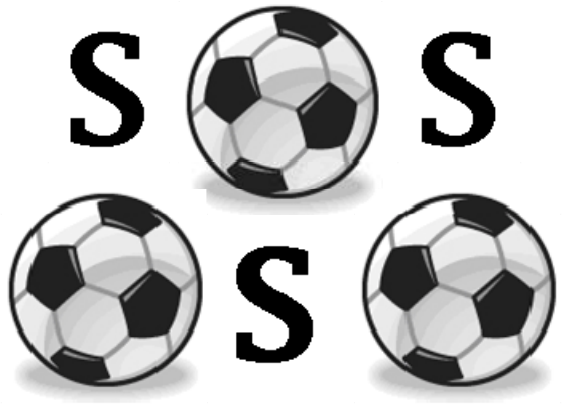
a) When you have designed the logo Jamie would like you to print it out, as large as possible, on a single A4 sheet.

b) Jamie also needs you insert a copy of the logo you designed into a letter that he has provided.

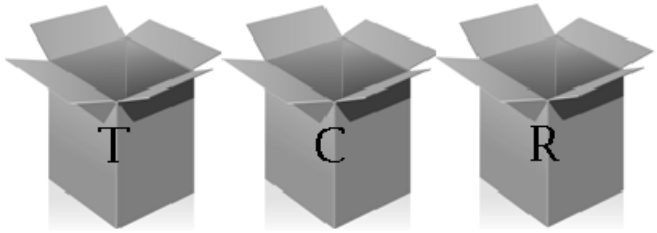
Evidence you must provide:

A printout of the logo you design.

A printout of the logo inserted into the letter Jamie has provided.



Susan's Super Sports



Take Care Removals

Possible solutions

This task contains a mixture of fixed responses and open responses.

The fixed responses in this task are that:

- the learner must open and use at least one of the images provided
- the learner must insert their logo in to the letter provided by Jamie.

The open responses in this task are that:

- the learner selects the software to produce the logo
- the learner chooses the way the logo is designed
- the learner chooses how to insert a copy of the logo into the letter
- The final logo produced should be fit for purpose (see sample printout provided).

To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

Sample solution

Printout of logo created, printout of letter containing logo

File name – **JGD company logo**

65 High Street
Oldtown
OL1 4RT

1 September 2010

Mr Aron Saarenas
Saarenas Ltd
26 Old Mill Lane
Oldtown
OL1 7PP

Dear Aron

Jamie's Garden Design – logo

I have had someone design a logo for Jamie's Garden Design as shown below.

What do you think of it? Do you think it would be effective in promoting the company? I based it on these logos that I have seen and that I like.

I know that they are quite simple in their design but that is what I like about them. I do not want to give the impression that my company is only for people who have money to spend on expensive garden makeovers.

I look forward to receiving your opinion as soon as conveniently possible.

Yours faithfully

Jamie Watters

ICT – LEVEL 2				
Skill Standard		**Coverage and Range**		**The learner must:**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	Plan how to create the logo and set it as a desktop logo.
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	Select software to create the logo.
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	Use appropriate interface features e.g. drawing tools.
		2.2.3	select and adjust system settings as appropriate to individual needs	
		2.2.4	respond to ICT problems and take appropriate action	
		2.2.5	understand the danger of computer viruses and how to minimise risk	
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	Open the files provided and save the logo appropriately.
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	
		2.5.2	evaluate fitness for purpose of information	
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	Create the logo. Format the text in the logo, position the elements of the logo, group elements of the logo etc.
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data	
		2.7.2	display numerical data in a appropriate graphical format	
		2.7.3	use appropriate field names and data types to organise information	
		2.7.4	data set by searching, sorting and editing records	
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts	
		2.8.2	use collaborative tools appropriately	
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication	
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	Combine images and text boxes to create a logo.
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	Make sure all information entered is accurate.
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	Check their work as they go to make sure it is fit for purpose and modify if necessary.

Task 4 - Preparing a slide show

See resource sheet 4.

The learner requires six files for this task. The files have been provided in the **preparing a slide show** folder. The images have been provided as **.jpg** files. The other file has been provided in **Word 2000-2003** format and in **.txt** format. You should decide which of these formats suits your learners and provide that format only for the task.

The learner has to select suitable software to use to complete the task. In this task it is likely that the learner may copy and paste the **sports products text** file into another application to produce their slide show.

The learner should plan how they will use ICT to complete the task. The learner should also plan what to name their final slide show so that it is clear to Robin what it is.

Resource sheet 4 – Preparing a slide show Level 2

Robin is the sales manager of a sports equipment company. You need to carry out the following task for Robin.

Save your work regularly. You should save any files you create so it is clear to Robin what is in them.

Robin has provided you with the files listed below:

- **basketball image**
- **cricket helmet image**
- **football boot image**
- **hockey stick image**
- **sports products text**
- **tennis racket image.**

Task

Robin needs a slide show presentation to use when he is giving a talk to the company's directors about the company's new products for Spring next year.

Robin needs each point in the text to appear as he clicks the mouse. He would like the information to appear on to the screen in a variety of ways so that the slide show is interesting for the directors.

a) Create the slide show for Robin using the text and images he has provided.

b) Produce a handout of the slides for the directors on which they can make notes.

Evidence you must provide:

Screen dump(s) of the animations you have set up in the slide show.

A printout of the handout for the directors.

Possible solutions

This task contains a mixture of fixed responses and open responses.

The fixed responses in this task are that:

- the learner must open and use the files provided
- the learner must animate the slide show.

The open responses in this task are that:

- the learner selects the software to produce the slide show
- the learner chooses how to split the text up between slides
- the learner chooses the way the slides are formatted (use of bullets, font sizes, position the images etc.)
- the learner designs the animations for the slide show to suit Robin's requirements.

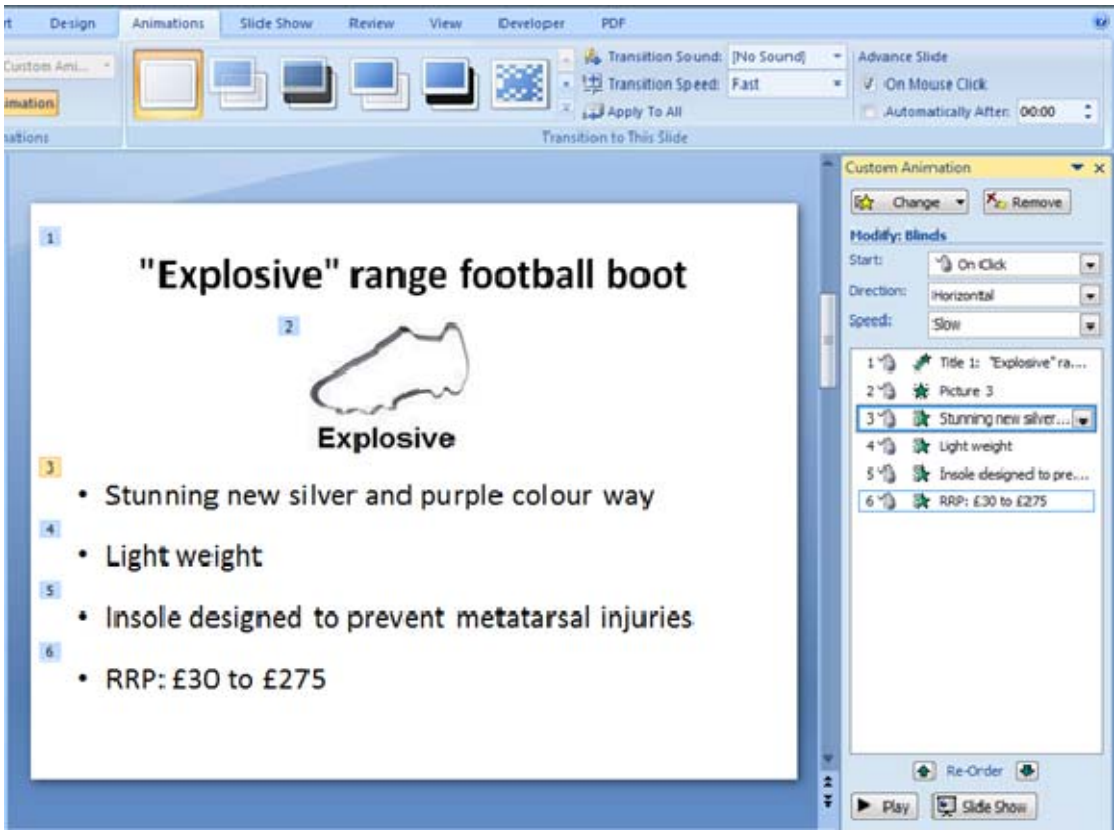
The final slide show produced should be fit for purpose, that is, it displays all the information clearly and the animations set up suit the purpose of the presentation (see sample printout provided).

To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

Sample solution

Screen dumps showing animations, handout showing all slides for directors

File name – **Spring new products slide show.**



SPRING 2010

EXCITING NEW PRODUCTS

"Explosive" range football boot

Explosive

- Stunning new silver and purple colour way
- Light weight
- Insole designed to prevent metatarsal injuries
- RRP: £30 to £275

"BTX" range tennis racket

- Andy Nadal involved in evolution
- All about FEEL
- New torsion technology
- RRP: £179.99

"Hero" range cricket helmet

- Endorsed by Calvin Peterson
- Improved titanium grille
- Improved venting maximises airflow
- RRP: £65

"Elite match" basketballs

- Endorsed by all leading associations
- CMT carcass
- 2 Ply Butyl bladder
- RRP: £53.75

"Torpedo2" range hockey stick

- Adopted "skill zone" technology
- Use of MBT reduces vibration
- Use of SFF promotes extra feel
- RRP: £129.95

ICT – LEVEL 2				
Skill Standard		**Coverage and Range**		**The learner must:**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	Plan how to find the required information and create the slide show.
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	Select software to create the slide show.
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	Use appropriate interface features e.g. animation tools.
		2.2.3	select and adjust system settings as appropriate to individual needs	
		2.2.4	respond to ICT problems and take appropriate action	
		2.2.5	understand the danger of computer viruses and how to minimise risk	
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	Open the files provided and save the slide show appropriately.
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	
		2.5.2	evaluate fitness for purpose of information	Select image appropriate to text.
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	Create and format the slide show so that it is clear.
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data	
		2.7.2	display numerical data in a appropriate graphical format	
		2.7.3	use appropriate field names and data types to organise information	
		2.7.4	data set by searching, sorting and editing records	
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts	
		2.8.2	use collaborative tools appropriately	
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication	
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	Combine the text and use appropriate animations. Produce required handout.
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	Make sure all information entered is accurate.
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	Check their work as they go to make sure it is fit for purpose and modify if necessary.

Task 5 - Preparing a leaflet for the members of a club

See resource sheet 5.

The learner requires one file for this task. The file has been provided in the **preparing a leaflet for the members of a club** folder. The file has been provided in **Word 2000-2003** format and in **.txt** format. You should decide which of these formats suits your learners and provide that format only for the task.

The learner should also be provided with the Resource Sheet for this task.

The learner has to select suitable software to use to complete the task. In this task the learner may just open the **club terms and conditions** file and produce their leaflet from there. They may also choose to copy and paste the **club terms and conditions** file into another application to produce their leaflet.

The learner should plan how they will use ICT to complete the task. The learner should also plan what to name their final leaflet so that it is clear to Gurmeet what it is.

Resource sheet 5 – Preparing a leaflet for the members of a club
Level 2

Gurmeet is the membership secretary of Progress Sports and Social Club. You need to carry out the following task for Gurmeet.

Save your work regularly. You should save any files you create so it is clear to Gurmeet what is in them.

Gurmeet has provided you with the file listed below:

- **club terms and conditions text.**

Task

Gurmeet needs a leaflet for members of Progress Sports and Social Club that clearly shows them the terms and conditions of membership and also shows them the current subscription rates.

He has provided the text he wants in a file. He has also provided the current subscription rates below and would like this information included in the leaflet.

Gurmeet needs each section in the text and each of the terms and conditions referenced individually.

Create the leaflet for Gurmeet.

Evidence you must provide:

A printout of the leaflet created.

Current yearly subscription rates:

Adult: Full £500, Midweek £250, Weekend £300
Student: Full £250, Midweek £125, Weekend £150
Child: Full £125, Midweek, £62.50, Weekend £75
Family: Full £1200, Midweek, £600, Weekend £700
Note: the regulations for each membership category are available from the membership secretary.

Possible solutions

This task contains a mixture of fixed responses and open responses.

The fixed responses in this task are that:

- the learner must open and use the file provided
- the learner must include the information about current subscription rates in the leaflet.

The open responses in this task are that:

- the learner selects the software to produce the leaflet
- the learner chooses the way the leaflet is formatted (choice of font, style, size, alignment, use of numbering, line spacing, margins, orientation, columns etc)
- the learner decides how to enter the subscription rate information (e.g. in a table, using tabs etc) so that it can be clearly read.

The final leaflet produced should be fit for purpose, that is, it displays all the information clearly, references each section and each of the terms and conditions individually and shows the current subscription rates clearly (see sample printout provided).

To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

Sample solution – Leaflet for club members
File name – **Members terms and conditions leaflet**

PROGRESS SPORTS AND SOCIAL CLUB

MEMBERSHIP TERMS AND CONDITIONS

1. Membership

   a. The total membership of the Club shall not normally be limited. If, however, the Committee considers that there is a good reason to impose any limit from time to time then the Committee shall put forward appropriate proposals for consideration to a General Meeting of the Club.

   b. Any person who wishes to become a member of the Club must submit a signed application to the Membership Secretary. Acceptance as a member will be decided by the Membership Secretary.

   c. The Club shall not refuse an application for membership on discriminatory grounds, whether in relation to ethnic origin, age, sex, religion, disability, political persuasion or sexual orientation.

2. Expulsion and other disciplinary action

   a. The Committee shall have power to expel a member when, in the Committee's opinion, it would not be in the interests of the Club for him/her to remain a member. The Club in exercising this power shall comply with the provisions of the following two rules.

   b. The Club shall adopt and comply with the General Council Guidelines for handling Internal Club Disputes.

   c. A member may not be expelled or, subject to the following rule, be made the subject of any other penalty unless the panel hearing the complaint vote in favour by a two-thirds majority.

   d. The Officers of the Club may temporarily suspend or exclude a member from particular sessions and/or wider club activities when, in their opinion, such action is in the interests of the Club.

3. Subscriptions

   a. The annual member's subscription shall be set by the Committee which will make whatever special provision for different classes of membership as agreed by the Annual General Meeting of the Club. The current subscription rates for all categories of membership are shown in Figure 1 below.

   b. The annual subscription shall be due on joining the Club and on the next and subsequent 1st April each year.

   c. Any member whose subscription is unpaid by 1st June may be suspended by the Committee for some or all Club activities from a date to be determined by the Committee and until such payment is made.

Figure 1

Current yearly subscription rates

Membership Category	Full	Midweek	Weekend
Adult	£500	£250	£300
Student	£250	£125	£150
Child	£125	£62.50	£75
Family	£1200	£600	£700

Note: the regulations for each membership category are available from the membership secretary.

ICT – LEVEL 2				
Skill Standard		**Coverage and Range**		**The learner must:**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	Plan how to create the leaflet; set up referencing and include the rates information.
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	Select software to create the leaflet.
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	Use appropriate interface features e.g. numbering, table tools.
		2.2.3	select and adjust system settings as appropriate to individual needs	
		2.2.4	respond to ICT problems and take appropriate action	
		2.2.5	understand the danger of computer viruses and how to minimise risk	
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	Open the file provided and save the leaflet appropriately.
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	
		2.5.2	evaluate fitness for purpose of information	
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	Create and format the leaflet so that it is clear and references the terms and conditions. Enter the subscription rate information clearly.
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data	
		2.7.2	display numerical data in a appropriate graphical format	
		2.7.3	use appropriate field names and data types to organise information	
		2.7.4	data set by searching, sorting and editing records	
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts	
		2.8.2	use collaborative tools appropriately	
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication	
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	Combine the rates information with the terms and conditions.
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	Make sure all information entered is accurate.
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	Check their work as they go to make sure it is fit for purpose and modify if necessary.

Task 6 - Complex data handling task

See resource sheets 6, 6a, 6b and 6c.

The learner requires one file for this task. The files have been provided in the **complex data handling task** folder. The file has been provided in a table in **Word 2000-2003** format and in **.txt** format. You should decide which of these formats suits your learners and provide that format only for the task.

The learner also requires 3 Resource sheets for this task.

The learner has to select suitable software to use to complete the task.

The learner should plan how they will use ICT to complete the task.

Resource sheet 6 – Complex data handling task Level 2

Ali is the manager of a used car sales company. You need to carry out the following task for Ali.

Save your work regularly. You should save any files you create so it is clear to Ali what is in them.

Ali has provided you with the file listed below:

- **used cars data**

Task

Ali needs to a flyer to promote a special offer that is taking place for one day only. The special offer is a 15% discount off the selling price of all Ford cars.

Ali has provided you with a couple of examples of flyers the company has used in the past, and that he likes, for similar events in Resource Sheet 13b and 13c.

The special offer will take place tomorrow.

You need to carry out task a) first to make sure that the information you put in the flyer is up to date.

a) Ali needs you to update the used cars data from the cars ledger shown in Resource Sheet 13a. Ali does not want you to delete the details of those cars that were sold but he does need the used cars data to clearly show which cars have been sold.

b) Produce the flyer for Ali for the special offer.

Evidence you must provide:

A printout of the up to date used cars data.

A printout of the flyer.

A printout of how you used ICT to carry out any calculations.

Cars Ledger – Used Cars Sold to customers					
Make	Model	Car Registration	Year	Price	Colour
Ford	Ka	0C04 GHY	2004	£4,000	Yellow
Vauxhall	Corsa 1.4	0C08 RDH	2008	£9,000	Silver
Honda	Jazz 1.2S	FS09 0CR	2009	£9,000	Green

Cars Ledger – Used Cars Bought from customers					
Make	Model	Car Registration	Year	Price	Colour
Honda	Jazz 1.4SE	FS07 JZZ	2007	£8,000	Green
Ford	Fiesta Zetec	0C07 ZTC	2007	£6,000	Blue
Honda	Civic 1.8	0C06 HCV	2006	£4,900	Black

Monday Madness

20% off all
Honda stock

Make	Model	Year	Usual Selling Price	Monday Madness Price
Honda	Civic 1.6	2005	£6,795	**£5,436**
Honda	Civic 1.8	2006	£9,000	**£7,200**
Honda	Jazz 1.4SE	2007	£8,500	**£6,800**
Honda	Civic 1.8	2007	£11,500	**£9,200**
Honda	Jazz 1.4E	2008	£9,000	**£7,200**
Honda	Jazz 1.4E	2008	£9,000	**£7,200**
Honda	Jazz 1.2S	2009	£9,050	**£7,240**
Honda	Jazz 1.2S	2009	£9,000	**£7,200**
Honda	Civic 1.4	2009	£12,000	**£9,600**
Honda	Jazz 1.2S	2009	£9,000	**£7,200**

Come down this Monday and join in the madness!

Ali's Used Car Sales
21 The High Street
Newtown
NW2 6PP

Phone Ali on: 01223 765432

SPECIAL OFFERS ON VAUXHALL CARS

For one day only we are reducing our prices by 12% on all Vauxhall cars!

Friday 25 June

Make	Model	Year	Normal Selling Price	*You save 12%*
Vauxhall	Astra SXi	2005	£6,000	*£720*
Vauxhall	Corsa 1.4	2007	£7,000	*£840*
Vauxhall	Astra 1.8	2007	£7,000	*£840*
Vauxhall	Corsa 1.4	2007	£7,050	*£846*
Vauxhall	Corsa 1.4	2008	£9,000	*£1,080*
Vauxhall	Corsa 1.4	2008	£9,000	*£1,080*
Vauxhall	Astra SXi	2009	£9,300	*£1,116*
Vauxhall	Astra 1.7	2004	£4,500	*£540*

Ali's Used Car Sales
21 The High Street
Newtown
NW2 6PP
Phone Ali on: 01223 765432

Possible solutions

This task contains a mixture of fixed responses and open responses.

The fixed responses in this task are that:

- the learner must open and use the file provided
- the learner must add the specified information.

The open responses in this task are that:

- the learner selects the software to handle the data
- the learner chooses how to add the information to the file
- the learner chooses what information to find and a way to find it, what way to calculate the discount off the selling price and what details to include in the flyer
- the learner chooses how to format their flyer and how to include the information they have calculated and found.

The updated database and flyer produced should be fit for purpose (see sample printout provided).

To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

Sample solution

Printout of updated **used cars data**, the flyer and a formula printout

File name – **used car data (not changed), Ford 15% off flyer**

Make	Model	Car Registration	Year	Selling Price	Colour	Sold
Aston Martin	DB9 Volante	FS09 AST	2009	£87,000	Silver	
Aston Martin	DB9 Coupe	FS09 ASC	2009	£81,000	Dark Green	
Ford	Ka	OC04 WTE	2004	£3,490	Blue	
Ford	Ka	OC04 GHY	2004	£4,000	Yellow	Yes
Ford	Ka	OC05 FST	2005	£5,000	Yellow	
Ford	Ka	FS05 ICT	2005	£4,000	Blue	
Ford	Ka	OC06 RFK	2006	£3,000	Red	
Ford	Fiesta Zetec	OC06 RFD	2006	£5,700	Silver	
Ford	Focus 1.6	OC06 RFY	2007	£6,700	Red	
Ford	Focus 1.6	OC07 RFS	2007	£7,000	Red	
Ford	Fiesta 1.4	FS09 KAR	2009	£11,000	Blue	
Ford	Fiesta 1.4	FS09 COL	2009	£10,500	Blue	
Ford	Fiesta 1.6	OC09 KAR	2009	£10,000	Silver	
Ford	Fiesta 1.6	OC09 COL	2009	£10,050	Black	
Honda	Civic 1.6	OC05 GHY	2005	£6,795	Black	
Honda	Civic 1.8	FS06 FSA	2006	£9,000	Silver	
Honda	Jazz 1.4SE	OC07 BMW	2007	£8,500	Green	
Honda	Civic 1.8	OC07 RFE	2007	£11,500	Blue	
Honda	Jazz 1.4E	OC08 PKY	2008	£9,000	Green	
Honda	Jazz 1.4E	OC08 TRY	2008	£9,000	White	
Honda	Jazz 1.2S	FS09 LUY	2009	£9,050	Green	
Honda	Jazz 1.2S	FS09 OCK	2009	£9,000	Black	
Honda	Civic 1.4	FS09 ABC	2009	£12,000	White	
Honda	Jazz 1.2S	FS09 OCR	2009	£9,000	Green	Yes
Vauxhall	Astra 1.7	FS04 BHL	2004	£4,500	Gold	
Vauxhall	Astra SXi	OC05 SFT	2005	£6,000	Silver	
Vauxhall	Corsa 1.4	OC07 KFS	2007	£7,000	Red	
Vauxhall	Astra 1.8	OC07 KES	2007	£7,000	Gold	
Vauxhall	Corsa 1.4	OC07 RDG	2007	£7,050	Silver	
Vauxhall	Corsa 1.4	OC08 RDH	2008	£9,000	Silver	Yes
Vauxhall	Corsa 1.4	OC08 RDG	2008	£9,000	White	
Vauxhall	Astra SXi	FS09 DFD	2009	£9,300	Gold	
Volkswagen	Beetle	FS00 JTH	2000	£5,400	Orange	
Volkswagen	Beetle	FS00 HGT	2000	£3,500	Yellow	
Volkswagen	Beetle	OC01 DHL	2001	£3,600	Green	
Volkswagen	Polo	OC03 JJK	2003	£5,000	Dark Green	
Volkswagen	Polo	FS04 SWS	2004	£5,200	Blue	
Volkswagen	Polo	FS06 FSJ	2006	£5,300	Red	
Volkswagen	Polo	OC08 GHY	2008	£6,000	Silver	
Volkswagen	Polo	OC08 GHT	2008	£5,080	Silver	
Honda	Jazz 1.4SE	FS07 JZZ	2007	£8,000	Green	
Ford	Fiesta Zetec	OC07 ZTC	2007	£6,000	Blue	
Honda	Civic 1.8	OC06 HCV	2006	£4,900	Black	

SPECIAL OFFERS ON FORD CARS

Tuesday 27 July

For one day only we are reducing our prices by 15% on all Ford cars!

Model	Year	Selling Price	Colour	Offer selling price
Ka	2004	£3,490	Blue	£2,967
Ka	2005	£5,000	Yellow	£4,250
Ka	2005	£4,000	Blue	£3,400
Ka	2006	£3,000	Red	£2,550
Fiesta Zetec	2006	£5,700	Silver	£4,845
Focus 1.6	2007	£6,700	Red	£5,695
Focus 1.6	2007	£7,000	Red	£5,950
Fiesta 1.4	2009	£11,000	Blue	£9,350
Fiesta 1.4	2009	£10,500	Blue	£8,925
Fiesta 1.6	2009	£10,000	Silver	£8,500
Fiesta 1.6	2009	£10,050	Black	£8,543
Fiesta Zetec	2007	£6,000	Blue	£5,100

Ali's Used Car Sales
21 The High Street
Newtown
NW2 6PP

Phone Ali on: 01223 765432

Make	Model	Car Registration	Year	Selling Price	Colour	Sold	15% Discount	Offer selling price
Ford	Ka	OC04 WTE	2004	3490	Blue		=E4*15%	=E4-H4
Ford	Ka	OC05 FST	2005	5000	Yellow		=E6*15%	=E6-H6
Ford	Ka	FS05 ICT	2005	4000	Blue		=E7*15%	=E7-H7
Ford	Ka	OC06 RFK	2006	3000	Red		=E8*15%	=E8-H8
Ford	Fiesta Zetec	OC06 RFD	2006	5700	Silver		=E9*15%	=E9-H9
Ford	Focus 1.6	OC06 RFY	2007	6700	Red		=E10*15%	=E10-H10
Ford	Focus 1.6	OC07 RFS	2007	7000	Red		=E11*15%	=E11-H11
Ford	Fiesta 1.4	FS09 KAR	2009	11000	Blue		=E12*15%	=E12-H12
Ford	Fiesta 1.4	FS09 COL	2009	10500	Blue		=E13*15%	=E13-H13
Ford	Fiesta 1.6	OC09 KAR	2009	10000	Silver		=E14*15%	=E14-H14
Ford	Fiesta 1.6	OC09 COL	2009	10050	Black		=E15*15%	=E15-H15
Ford	Fiesta Zetec	OC07 ZTC	2007	6000	Blue		=E43*15%	=E43-H43

ICT – LEVEL 2					
Skill Standard		**Coverage and Range**		**The learner must:**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	Plan how to edit the data set, calculate the discount/discounted price and create a flyer.
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	Select software to carry out the tasks.
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	Use appropriate interface features e.g. drawing tools, filters etc.
		2.2.3	select and adjust system settings as appropriate to individual needs	
		2.2.4	respond to ICT problems and take appropriate action	
		2.2.5	understand the danger of computer viruses and how to minimise risk	
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	Open the files provided and save appropriately.
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	Might use a filter to find the Ford cars.
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	
		2.5.2	evaluate fitness for purpose of information	
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	Format the text in the flyer etc.
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data	Calculate prices.
		2.7.2	display numerical data in a appropriate graphical format	
		2.7.3	use appropriate field names and data types to organise information	Add a new field as required.
		2.7.4	data set by searching, sorting and editing records	Search, sort and edit as necessary.
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts	
		2.8.2	use collaborative tools appropriately	
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication	
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	Combine e.g. object, text box, text, table to create a logo.
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	Make sure all information entered is accurate.
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	Check their work as they go to make sure it is fit for purpose and modify if necessary.

Task 7 - Analysing numerical data and creating a chart

See resource sheet 7.

The learner requires two files for this task. The files have been provided in the **analysing numerical data and creating a chart** folder. The files have been provided in a table in **Word 2000-2003** format and in **.txt** format. You should decide which of these formats suits your learners and provide that format only for the task.

The learner has to select suitable software to use to complete the task. In this task the learner should open the evening class attendance data and student survey data files and decide what software to use. This might mean that they will copy and paste each table into an application (such as a spreadsheet) that will allow them to process the numerical information and create a chart as required.

The learner should plan how they will use ICT to complete the task. The learner should also plan what to name their final files so that it is clear to Greta what is in them.

Resource sheet 7 – Analysing numerical data and creating a chart
Level 2

Greta is the manager of evening classes at a college. You need to carry out the following task for Greta.

Save your work regularly. You should save any files you create so it is clear to Greta what is in them.

Greta has provided you with the file listed below:

- **evening class attendance data**
- **student survey data.**

Task

a) Greta needs to know which evening classes to run next term. Only those courses with an average weekly attendance of 11.5 or more will run.

Analyse the attendance data provided so that it clearly displays whether a course should run or be cancelled.

b) Greta needs to know whether there is relationship between the distance travelled by students and their attendance.

From the student survey data provided, create a chart for Greta that shows the relationship between the distance travelled by students and their attendance. The chart should show only those students who attended 20 weeks or fewer.

c) Greta needs you to put all the files you have used and the files you created into a folder and email the folder to her. Greta's address is greta@college.coz.
(You just need to prepare the email to send to Greta, you do not have to send it.)

Evidence you must provide:

A printout of the evening class data showing which classes should run and which should be cancelled.

A printout of how you used ICT to analyse the evening class attendance data.

A printout of the chart you created for Greta to show the relationship between the distance travelled and weeks attended.

A screen dump showing the email you have prepared for Greta.

Possible solutions

This task contains a mixture of fixed responses and open responses.

The fixed responses in this task are that:

- the learner must open and use the files provided
- the learner must analyse the numbers and produce a chart as required
- the learner has to prepare an email as instructed to Greta.

The open responses in this task are that:

- the learner selects the software to analyse the numerical data
- the learner chooses what ICT tools to use to analyse the data (e.g. AVERAGE function, IF function, sort, filter etc.)
- the learner chooses how to make sure the new data is displayed clearly (e.g. by adding labels for the values generated etc.)
- the learner chooses what type of chart to use for the numerical data (e.g. scatter gram) and decides on the standard information required to make the chart clear (e.g. titles, labels, legend etc.)
- the learner has to decide on a folder name etc. for Greta's files and how to send it.

To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

Sample solution

Printout of values, printout of how ICT was used, printout of chart and screen dump of email prepared

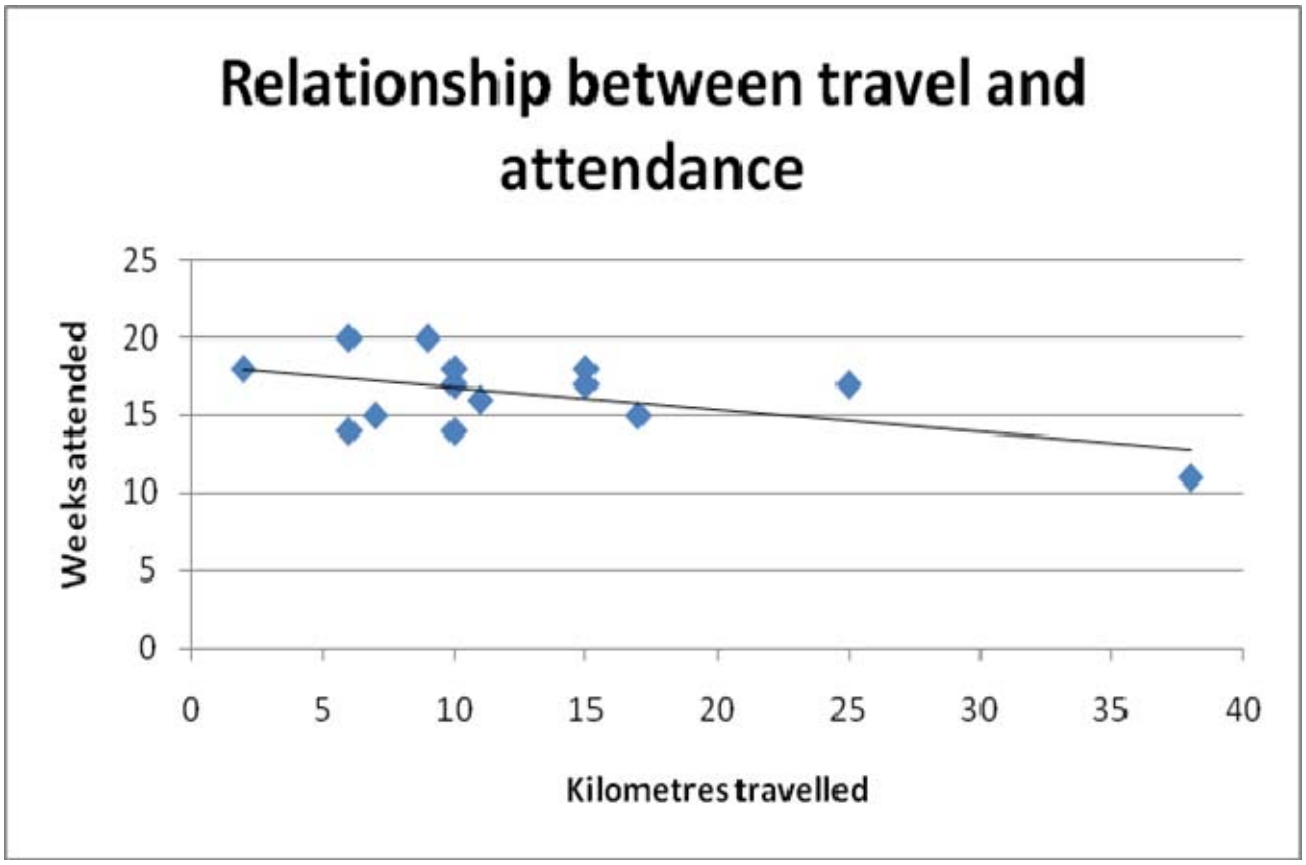
File names – **evening class attendance data analysed, student survey data with chart**

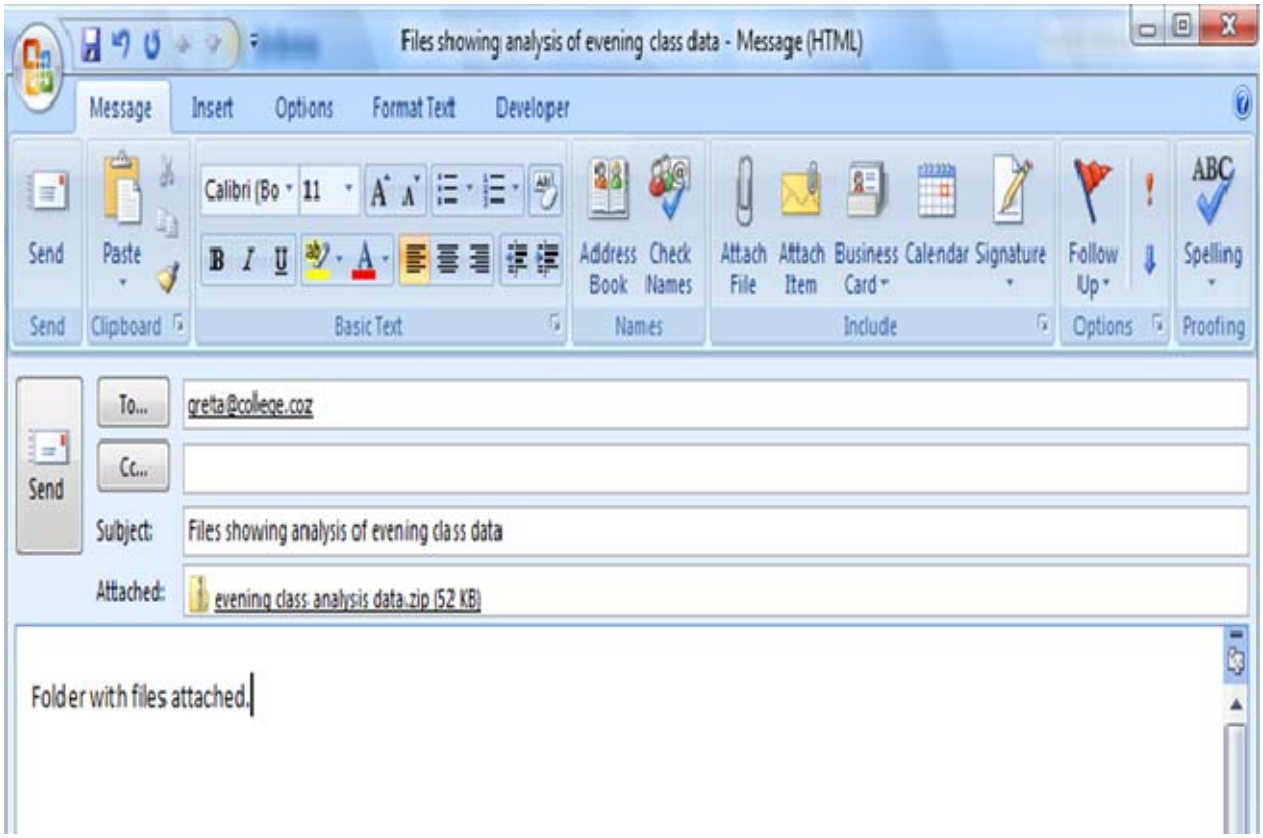
Attendance						
Class Type	**Class name**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Humanities	Geography	11	10	11	15	13
Humanities	History	13	12	11	13	10
ICT	Webpage design	13	14	12	12	13
ICT	HTML	14	11	10	10	14
ICT	ICT GCSE	14	10	11	11	8
ICT	ICT A level	15	15	12	11	10
ICT	Functional skills 1	10	10	12	13	12
ICT	Functional skills 2	17	17	16	15	15
ICT	Digital photography	14	10	10	11	12
Language	English	25	22	19	17	17
Language	French	21	20	20	19	18
Language	Spanish	12	13	10	9	13
Language	German	12	15	11	14	14
Language	Mandarin	18	18	18	18	17
Maths	Maths GCSE	11	11	11	10	12
Maths	Maths A level	11	13	11	9	15
Maths	Applied	10	13	14	12	8
Maths	Further	10	11	15	12	9
Maths	Book keeping	12	14	13	15	9
Maths	Accountancy	14	15	11	12	11
Practical	Motor mechanics	12	14	14	14	12
Practical	TV repairs	13	13	12	11	14
Practical	Brick laying	14	14	11	15	9
Practical	Catering	11	11	11	13	12
Practical	Child care	14	13	11	11	15
Practical	Community care	10	10	12	9	15
Practical	Hairdressing	12	10	11	11	11
Practical	Tropical Fish	11	14	10	11	13
Practical	Animal welfare	14	12	12	9	12
Practical	Vegetable growing	13	11	12	15	11
Practical	Cake making	10	12	14	15	8
Practical	Carpentry	13	10	13	15	9
Science	Physics	11	14	13	9	9
Science	Chemistry	15	14	12	15	11
Science	Biology	14	13	10	15	15
Science	Botany	11	11	9	10	14
Science	Zoology	13	13	14	11	15
Science	Engineering	14	15	15	15	15
Science	Astonomy	15	10	14	10	10

Week 6	Week 7	Week 8	Week 9	Week 10	Average attendance	Run or cancel
12	11	13	9	14	11.9	run
10	9	7	7	6	9.8	cancel
13	13	12	10	11	12.3	run
8	8	7	5	5	9.2	cancel
12	8	9	15	11	10.9	cancel
14	8	9	15	9	11.8	run
10	12	9	12	9	10.9	cancel
15	15	14	15	15	15.4	run
12	12	11	12	15	11.9	run
19	18	18	17	10	18.2	run
19	20	19	18	18	19.2	run
9	10	9	9	8	10.2	cancel
15	11	14	10	15	13.1	run
18	17	18	18	18	17.8	run
13	11	12	8	12	11.1	cancel
13	9	8	8	15	11.2	cancel
13	10	13	12	14	11.9	run
12	13	14	9	11	11.6	run
13	9	9	8	13	11.5	run
14	8	9	13	11	11.8	run
13	10	10	11	15	12.5	run
8	14	8	11	15	11.9	run
12	9	15	14	8	12.1	run
12	14	11	14	12	12.1	run
14	14	11	14	8	12.5	run
11	9	9	14	8	10.7	cancel
9	8	11	9	13	10.5	cancel
11	9	12	10	15	11.6	run
13	11	9	8	10	11.0	cancel
15	8	15	10	15	12.5	run
11	9	11	9	9	10.8	cancel
10	14	14	15	14	12.7	run
12	10	13	13	9	11.3	cancel
13	13	10	12	14	12.9	run
14	12	9	12	12	12.6	run
8	14	9	9	14	10.9	cancel
8	13	11	13	14	12.5	run
11	14	13	9	14	13.5	run
14	14	15	11	14	12.7	run

Attendance						
Class Type	**Class name**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Humanities	Geography	11	10	11	15	13
Humanities	History	13	12	11	13	10
ICT	Webpage design	13	14	12	12	13
ICT	HTML	14	11	10	10	14
ICT	ICT GCSE	14	10	11	11	8
ICT	ICT A level	15	15	12	11	10
ICT	Functional skills 1	10	10	12	13	12
ICT	Functional skills 2	17	17	16	15	15
ICT	Digital photography	14	10	10	11	12
Language	English	25	22	19	17	17
Language	French	21	20	20	19	18
Language	Spanish	12	13	10	9	13
Language	German	12	15	11	14	14
Language	Mandarin	18	18	18	18	17
Maths	Maths GCSE	11	11	11	10	12
Maths	Maths A level	11	13	11	9	15
Maths	Applied	10	13	14	12	8
Maths	Further	10	11	15	12	9
Maths	Book keeping	12	14	13	15	9
Maths	Accountancy	14	15	11	12	11
Practical	Motor mechanics	12	14	14	14	12
Practical	TV repairs	13	13	12	11	14
Practical	Brick laying	14	14	11	15	9
Practical	Catering	11	11	11	13	12
Practical	Child care	14	13	11	11	15
Practical	Community care	10	10	12	9	15
Practical	Hairdressing	12	10	11	11	11
Practical	Tropical Fish	11	14	10	11	13
Practical	Animal welfare	14	12	12	9	12
Practical	Vegetable growing	13	11	12	15	11
Practical	Cake making	10	12	14	15	8
Practical	Carpentry	13	10	13	15	9
Science	Physics	11	14	13	9	9
Science	Chemistry	15	14	12	15	11
Science	Biology	14	13	10	15	15
Science	Botany	11	11	9	10	14
Science	Zoology	13	13	14	11	15
Science	Engineering	14	15	15	15	15
Science	Astonomy	15	10	14	10	10

Week 6	Week 7	Week 8	Week 9	Week 10	Average attending	Run or Cancel
12	11	13	9	14	=AVERAGE(C4:L4)	=IF(M4>=11.5,"run","cancel")
10	9	7	7	6	=AVERAGE(C5:L5)	=IF(M5>=11.5,"run","cancel")
13	13	12	10	11	=AVERAGE(C6:L6)	=IF(M6>=11.5,"run","cancel")
8	8	7	5	5	=AVERAGE(C7:L7)	=IF(M7>=11.5,"run","cancel")
12	8	9	15	11	=AVERAGE(C8:L8)	=IF(M8>=11.5,"run","cancel")
14	8	9	15	9	=AVERAGE(C9:L9)	=IF(M9>=11.5,"run","cancel")
10	12	9	12	9	=AVERAGE(C10:L10)	=IF(M10>=11.5,"run","cancel")
15	15	14	15	15	=AVERAGE(C11:L11)	=IF(M11>=11.5,"run","cancel")
12	12	11	12	15	=AVERAGE(C12:L12)	=IF(M12>=11.5,"run","cancel")
19	18	18	17	10	=AVERAGE(C13:L13)	=IF(M13>=11.5,"run","cancel")
19	20	19	18	18	=AVERAGE(C14:L14)	=IF(M14>=11.5,"run","cancel")
9	10	9	9	8	=AVERAGE(C15:L15)	=IF(M15>=11.5,"run","cancel")
15	11	14	10	15	=AVERAGE(C16:L16)	=IF(M16>=11.5,"run","cancel")
18	17	18	18	18	=AVERAGE(C17:L17)	=IF(M17>=11.5,"run","cancel")
13	11	12	8	12	=AVERAGE(C18:L18)	=IF(M18>=11.5,"run","cancel")
13	9	8	8	15	=AVERAGE(C19:L19)	=IF(M19>=11.5,"run","cancel")
13	10	13	12	14	=AVERAGE(C20:L20)	=IF(M20>=11.5,"run","cancel")
12	13	14	9	11	=AVERAGE(C21:L21)	=IF(M21>=11.5,"run","cancel")
13	9	9	8	13	=AVERAGE(C22:L22)	=IF(M22>=11.5,"run","cancel")
14	8	9	13	11	=AVERAGE(C23:L23)	=IF(M23>=11.5,"run","cancel")
13	10	10	11	15	=AVERAGE(C24:L24)	=IF(M24>=11.5,"run","cancel")
8	14	8	11	15	=AVERAGE(C25:L25)	=IF(M25>=11.5,"run","cancel")
12	9	15	14	8	=AVERAGE(C26:L26)	=IF(M26>=11.5,"run","cancel")
12	14	11	14	12	=AVERAGE(C27:L27)	=IF(M27>=11.5,"run","cancel")
14	14	11	14	8	=AVERAGE(C28:L28)	=IF(M28>=11.5,"run","cancel")
11	9	9	14	8	=AVERAGE(C29:L29)	=IF(M29>=11.5,"run","cancel")
9	8	11	9	13	=AVERAGE(C30:L30)	=IF(M30>=11.5,"run","cancel")
11	9	12	10	15	=AVERAGE(C31:L31)	=IF(M31>=11.5,"run","cancel")
13	11	9	8	10	=AVERAGE(C32:L32)	=IF(M32>=11.5,"run","cancel")
15	8	15	10	15	=AVERAGE(C33:L33)	=IF(M33>=11.5,"run","cancel")
11	9	11	9	9	=AVERAGE(C34:L34)	=IF(M34>=11.5,"run","cancel")
10	14	14	15	14	=AVERAGE(C35:L35)	=IF(M35>=11.5,"run","cancel")
12	10	13	13	9	=AVERAGE(C36:L36)	=IF(M36>=11.5,"run","cancel")
13	13	10	12	14	=AVERAGE(C37:L37)	=IF(M37>=11.5,"run","cancel")
14	12	9	12	12	=AVERAGE(C38:L38)	=IF(M38>=11.5,"run","cancel")
8	14	9	9	14	=AVERAGE(C39:L39)	=IF(M39>=11.5,"run","cancel")
8	13	11	13	14	=AVERAGE(C40:L40)	=IF(M40>=11.5,"run","cancel")
11	14	13	9	14	=AVERAGE(C41:L41)	=IF(M41>=11.5,"run","cancel")
14	14	15	11	14	=AVERAGE(C42:L42)	=IF(M42>=11.5,"run","cancel")


Relationship between travel and attendance
Weeks attended
25
20
15
10
5
0
0
5
10
15
20
25
30
35
40
Kilometres travelled


Files showing analysis of evening class data - Message (HTML)
Message
Insert
Options
Format Text
Developer
Send
Paste
Calibri (Bo
11
Address Book
Check Names
Attach File
Attach Item
Business Card
Calendar
Signature
Follow Up
Spelling
Send
Clipboard
Basic Text
Names
Include
Options
Proofing
To...
greta@college.coz
Cc...
Subject:
Files showing analysis of evening class data
Attached:
evening class analysis data.zip (52 KB)
Folder with files attached.

ICT – LEVEL 2				
Skill Standard		**Coverage and Range**		**The learner must:**
2.1	Plan solutions to complex tasks by analysing the necessary stages	2.1.1	use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches	Plan how to analyse the data and produce the chart.
2.2	select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	2.2.1	select and use software applications to meet needs and solve complex problems	Select software to analyse the data.
		2.2.2	select and use a range of interface features and system facilities effectively to meet needs	Use appropriate interface features e.g. formula toolbar etc
		2.2.3	select and adjust system settings as appropriate to individual needs	
		2.2.4	respond to ICT problems and take appropriate action	
		2.2.5	understand the danger of computer viruses and how to minimise risk	
2.3	manage information storage to enable efficient retrieval	2.3.1	manage files, folders and other media storage to enable efficient information retrieval	Open the files provided, save appropriately store in a folder.
2.4	use appropriate search techniques to locate and select relevant information	2.4.1	search engines, queries and AND/NOT/OR, >,<,>=,<=, contains, begins with, use of wild cards	
2.5	select information from a variety of sources to meet requirements of a complex task	2.5.1	recognise and take account of copyright and other constraints on the use of information	
		2.5.2	evaluate fitness for purpose of information	
2.6	enter, develop and refine information using appropriate software to meet requirements of a complex task	2.6.1	apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content	Add labels as required to numerical data. Format and make sure information in chart is clear.
2.7	use appropriate software to meet the requirements of a complex data-handling task	2.7.1	process and analyse numerical data	Analyse data.
		2.7.2	display numerical data in a appropriate graphical format	Select and create chart to display data.
		2.7.3	use appropriate field names and data types to organise information	
		2.7.4	data set by searching, sorting and editing records	
2.8	use communications software to meet the requirements of a complex task	2.8.1	organise electronic messages, attachments and contacts	Compress folder to attach to email.
		2.8.2	use collaborative tools appropriately	
		2.8.3	understand the need to stay safe and to respect others when using ICT-based communication	
2.9	combine and present information in ways that are fit for purpose and audience	2.9.1	organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	
		2.9.2	work accurately and check accuracy, using software facilities where appropriate	Make sure all information entered is accurate.
2.10	evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	2.10.1	at each stage of a task and at the task's completion	Check their work as they go to make sure it is fit for purpose and modify if necessary.

OCR Customer contact centre

VOCATIONAL QUALIFICATIONS
Telephone 024 76 851509
Facsimile 024 76 851633
Email vocational.qualifications@ocr.org.uk

GENERAL QUALIFICATIONS
Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

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