# Functional Skills ICT

## Activity Bank

## Level 1

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 1 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)
- 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 1 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Skill Standard** | | **Coverage and Range** | | **Task** | | | | | | |
| | | | | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | √ | √ | √ | √ | √ | √ | √ |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | √ | √ | √ | √ | √ | √ | √ |
| | | 1.2.2 | select and use interface features effectively to meet needs | √ | √ | √ | √ | √ | √ | √ |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | | | | | | | √ |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | | √ | √ | √ | √ | √ | √ |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | | | | √ | | | |
| | | 1.4.2 | demonstrate how to minimise the risk of computer viruses | | | | | | | |
| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | √ | | √ | | | | |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | √ | | | | | | √ |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | √ | √ | √ | √ | | √ | √ |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | | | | | | √ | |
| | | 1.8.2 | display numerical data in a graphical format | | | | | | √ | |
| | | 1.8.3 | use field names and data types to organise information | | | | | √ | | |
| | | 1.8.4 | enter, search, sort and edit records | | | √ | | √ | | |
| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | √ | | | | | | √ |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | | | | | | | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | √ | | √ | | √ | | √ |
| | | 1.10.2 | check for accuracy and meaning | √ | √ | | √ | | √ | |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | √ | √ | √ | √ | √ | √ | √ |

# Task 1 - Finding 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 information from the internet

**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 is going to give a short talk about smoking issues. Toni needs you to find some information for her.

(i) Find the dates that the smoking ban on smoking in public places was introduced in England, in Scotland, in Wales and in Northern Ireland.

(ii) You should write down the dates you find or copy and paste them into a document file.

(ii) Prepare an email to Toni giving her the dates you have found.

Toni's email address is toni@progress.coz

You just need to prepare the email. You do not have to send it.

**Evidence you must provide:**

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

A screen dump of the email 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 email for Toni providing this information.

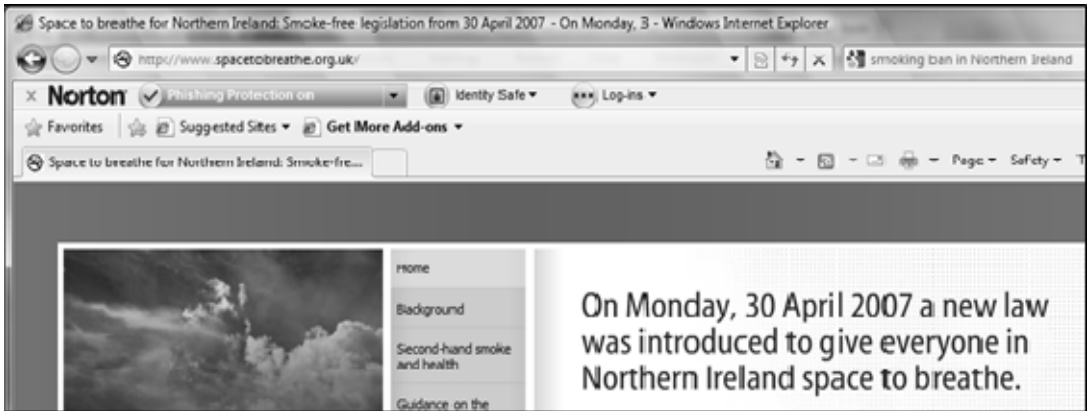
The open responses in this task are that:

- the learner selects the software to find the information and prepare the email
- the learner chooses how to find the information required
- the learner chooses the way to present the information to Toni (e.g. put it into the body of the email or create a document giving the information and attach it to the email).

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

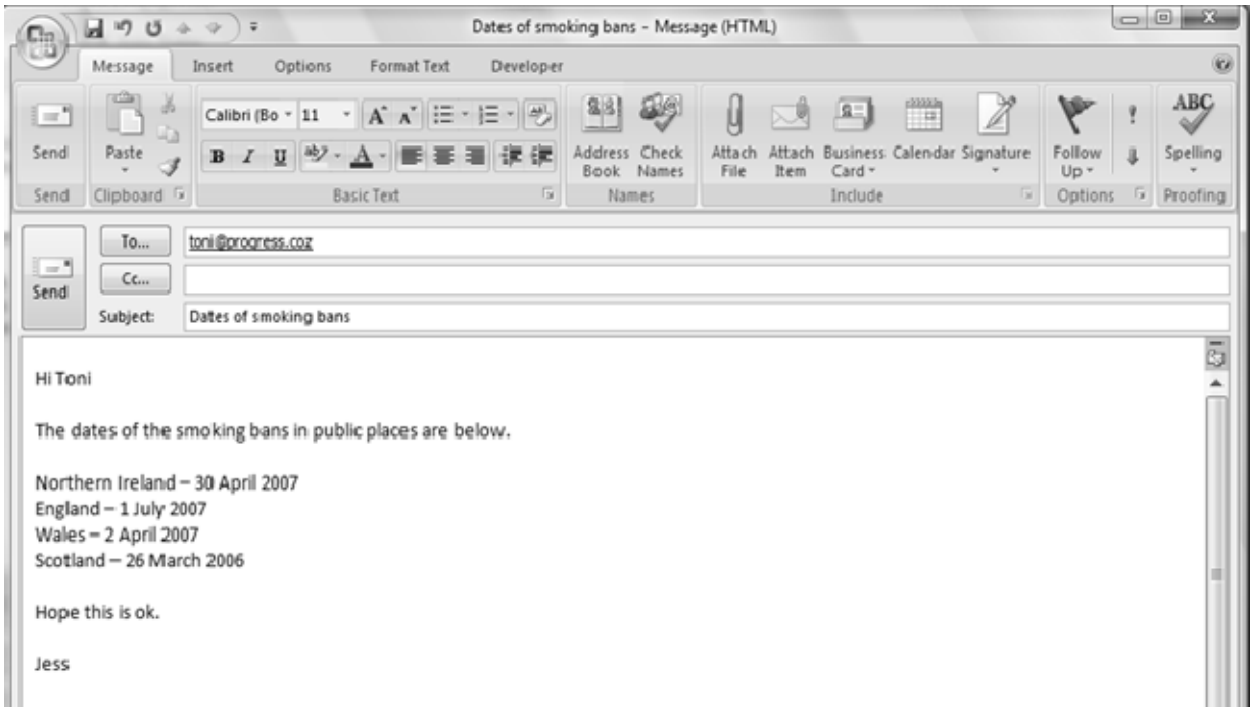
To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

## Sample solution




Screen dump of search carried out and screen dump of email to Toni.

I did the same search for Scotland, Wales and England.


Dates of smoking bans - 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...
toni@progress.coz
Cc...
Subject:
Dates of smoking bans
Hi Toni
The dates of the smoking bans in public places are below.
Northern Ireland – 30 April 2007
England – 1 July 2007
Wales – 2 April 2007
Scotland – 26 March 2006
Hope this is ok.
Jess

| ICT – LEVEL 1 | | | | |
|---|---|---|---|---|
| **Skill Standard** | | **Coverage and Range** | | **The learner must:** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | Plan how to use ICT to find the information and prepare the email. |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | Select software to access the internet and prepare the email. |
| | | 1.2.2 | select and use interface features effectively to meet needs | Use a variety of interface features to carry out the task. |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | |
| | | 1.4.2 | demonstrate how to minimise the risk of computer viruses | |
| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | Use a search engine to find the specified information. |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | Select the correct information. |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | Display the information for Toni. |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | |
| | | 1.8.2 | display numerical data in a graphical format | |
| | | 1.8.3 | use field names and data types to organise information | |
| | | 1.8.4 | enter, search, sort and edit records | |
| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | Prepare an email to send to Toni. |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | Combine the information and add standard information. |
| | | 1.10.2 | check for accuracy and meaning | Make sure dates etc. are accurate. |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | Check that the information is as specified and amend search if necessary. |

# Task 2 - Preparing a letter to a volunteer

**See resource sheet 2.**

The learner requires three files for this task. The files have been provided in the **preparing a letter to a volunteer** folder. The image has been provided as a **.jpg** file. All other files have 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 **volunteer letter text** file and produce their letter from there. They may also choose to copy and paste the **volunteer letter text** into another application to produce their letter.

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

# Resource sheet 2 – Preparing a letter to a volunteer

**Megan Burrows is the secretary of the Oldtown School PTA (parent teacher association). You need to carry out the following task for Megan.**

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

Megan has provided you with the files listed below:

- **pta address image**
- **volunteer letter text**
- **chocolate coconut cakes recipe.**

## Task

Megan needs a letter from the PTA to send to Mrs Thomas who lives at 47 New Road, Oldtown, Westshire, OL41 8XD.

(i) Create a letter using the PTA address image and the letter text that Megan has provided.

(ii) Insert the chocolate coconut cake recipe into the letter in a suitable place in the text provided.

(iii) The recipe should be formatted so that it is clear that all the instructions should be followed in order.

(iv) Make sure the letter contains the standard information required in a letter.

**Evidence you must provide:**

A printout of the letter you 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 insert the recipe text into the appropriate part of the text provided.

The open responses in this task are that:

- the learner selects the software to produce the letter
- the learner chooses the way the letter is formatted (choice of font, style, size, alignment, use of numbering, line spacing, margins, orientation etc).
- the learner chooses what standard information to insert into the letter (date, name and address of receiver, PTA address logo, salutation, complimentary close).

The final letter produced should be fit for purpose as a letter (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

Letter to a volunteer.

File name – **Table top sale letter to Mrs Thomas**

**Oldtown School PTA**

**Oldtown School, The Close,**
**Oldtown, Westshire, OL43 6JA**

Mrs Thomas
47 New Road
Oldtown
Westhire
OL41 8XD

21 June 2010

Dear Mrs Thomas

Thank you for agreeing to help with our fundraising activities. As you are aware, these help us to raise money to fund after school clubs and trips that would not be possible otherwise. Our next event is a Table Top Sale in the school hall on the 30th of next month.

We note that you have volunteered to bake. To make sure we have a range of products we would ask you to make 6 batches of the cakes shown in the recipe below.

**Chocolate coconut cakes**

1. Crush one packet of sweet biscuits.
2. Put in a large mixing bowl.
3. Add 1 cup of desiccated coconut and 1 tbsp of cocoa and mix well.
4. Add I can of sweetened condensed milk and mix through.
5. Roll into balls and roll in extra coconut.
6. Put in the fridge for 2 hours.

Please bring the cakes to the school hall between 9am and 10 am on the 30th.

Thank you for your support.

Yours sincerely

Megan Burrows
Secretary

| ICT – LEVEL 1 | | | | |
|---|---|---|---|---|
| **Skill Standard** | | **Coverage and Range** | | **The learner must:** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | Plan how to use ICT to create the letter. |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | Select software to create the letter. |
| | | 1.2.2 | select and use interface features effectively to meet needs | Use a variety of interface features to carry out the task. |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | Open files provided and save the letter created with a meaningful file name. |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | |
| | | 1.4.2 | demonstrate how to minimise the risk of computer viruses | |
| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | Format the letter so that it is fit for purpose for sending to the volunteer. Use numbering to show the instructions for the recipe. |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | |
| | | 1.8.2 | display numerical data in a graphical format | |
| | | 1.8.3 | use field names and data types to organise information | |
| | | 1.8.4 | enter, search, sort and edit records | |
| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | Combine the information and add standard information. |
| | | 1.10.2 | check for accuracy and meaning | |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | Check the letter as it develops and amend as required. |

# Task 3 - Preparing a notice for a staff notice board

**See resource sheet 3.**

The learner requires three files for this task. The files have been provided in the **preparing a notice for a staff notice board** folder. The image has been provided as a **.jpg** file. All other files have 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 **phone use text** file and produce their notice from there. They may also choose to copy and paste the **phone use text** into another application to produce their notice. The learner also has to select what software to use to find the information about extension numbers. The **extension numbers** file is provided in a table in **Word 2000-2003** format. To filter the data the leaner may need to copy and paste the table provided into an application such as a spreadsheet or you may provide the file in **.txt** format so that it can be imported into a database application.

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

# Resource sheet 3 – Preparing a notice for a staff notice board

**Safina is the general manager of a company. You need to carry out the following task for Safina.**

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

Safina has provided you with the files listed below:

- **phone image**
- **phone use text**
- **extension numbers data.**

## Task

Safina needs an A4 notice to display on a staff notice board to explain the use of company phones to the warehouse staff.

(i) Create a document using the text and image that Safina has provided.

(ii) Find the name, extension number and team details of all the supervisors in the warehouse from the file provided.

(iii) Insert this information in the appropriate place in the text provided. Make sure the information is clearly displayed.

(iv) Make sure the document you have created is formatted appropriately as a notice for the staff notice board.

**Evidence you must provide:**

A printout of the notice including extension number and team details of all the supervisors that you found.

# 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 find the information as specified about the supervisors' extension numbers and insert it into the appropriate part of the text provided
- the notice must be on an A4 sheet.

The open responses in this task are that:

- the learner selects the software to get the notice produced
- the learner chooses the way the notice is formatted (choice of font, style, size, alignment, use of bullets, line spacing, margins, orientation etc)
- the learner chooses where to insert the image provided and whether to re-size it etc.
- the learner chooses how to enter and format the extension number information (e.g. as a table, tabbed list etc).

The final notice produced should be fit for purpose as a notice, that is, it displays all the information clearly and makes good use of the A4 sheet (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

Notice for staff notice board.

File name – **Phone use by warehouse staff notice**.

# Phone use by warehouse staff

It has come to our attention that members of the warehouse staff are using company phones for personal purposes.

Please note that members of the warehouse staff can only use company phones to:

- return calls from other departments
- contact other departments regarding company business
- phone a member of family in an emergency with a supervisor’s permission.

Supervisors' extension numbers.

The following table shows the supervisors' extension numbers.  If you have any questions about this notice, please contact your supervisor.

| Lastname | Firstname | Extension | Team |
|---|---|---|---|
| Coles | Paul | 2143 | A |
| Evans | Gavin | 2416 | C |
| Hesketh | Maria | 2181 | B |
| Kennedy | Colin | 2234 | B |
| McCauley | Elizabeth | 2239 | C |
| Sangha | Baljit | 2451 | C |

| ICT – LEVEL 1 | | | | |
|---|---|---|---|---|
| **Skill Standard** | | **Coverage and Range** | | **The learner must:** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | Plan how to use ICT to create the notice and query the information provided. |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | Select software to query the information and to create the notice. |
| | | 1.2.2 | select and use interface features effectively to meet needs | Use a variety of interface features to carry out the task. |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | Open files provided and save the notice created with a meaningful file name. |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | |
| | | 1.4.2 | demonstrate how to minimise the risk of computer viruses | |
| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | Query the extension number data provided. |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | Format the notice so that it is fit for purpose for display on a staff notice board. |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | |
| | | 1.8.2 | display numerical data in a graphical format | |
| | | 1.8.3 | use field names and data types to organise information | |
| | | 1.8.4 | enter, search, sort and edit records | Search the extension number information. |
| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | Combine the text, image and extension number information. |
| | | 1.10.2 | check for accuracy and meaning | |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | Check the notice as it develops and amend as required. |

# Task 4 - Preparing a poster for a classroom

**See resource sheet 4.**

The learner requires one file for this task. The file has been provided in the **preparing a poster for a classroom** 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 has to select suitable software to use to complete the task. In this task the learner may just open the use of passwords text file and produce their poster from there. They may also choose to copy and paste the use of passwords text into another application to produce their poster.

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

# Resource sheet 4 - Preparing a poster for a classroom

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

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

Jem has provided you with the file listed below:

- **use of passwords text.**

## Task

Jem needs a poster about the use of passwords for a classroom notice board.

(i) Create a poster that includes the text that Jem has provided.

(ii) Jem also wants you to include an example of a good password in the poster. A good password contains a mixture of numbers and upper and lower case letters.

Add your example of a good password to your poster. Make sure it is clear to students that this is an example of a good password.

(iii) Make sure your poster is formatted appropriately.

(iv) Jem needs you to protect the poster file with a password.

**Evidence you must provide:**

A printout of the poster you created.

A screen dump showing that the poster file has been protected by a password.

# 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 insert an example of a good password.

The open responses in this task are that:

- the learner selects the software to get the poster produced
- the learner chooses additional text to put in the poster so that it is clear to the reader what is it about (i.e. a heading for the poster)
- the learner chooses the way the poster is formatted (choice of font, style, size, alignment, use of bullets, line spacing, margins, orientation etc)
- the learner chooses the example of a good password to insert in the poster and adds text so that it is clear to the reader what this is
- the learner chooses the password to use to protect the poster file.

The final poster produced should be fit for purpose as a poster (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 poster and screen dump showing file having been protected by a password

File name – **use of passwords poster.**

# Passwords

## DO

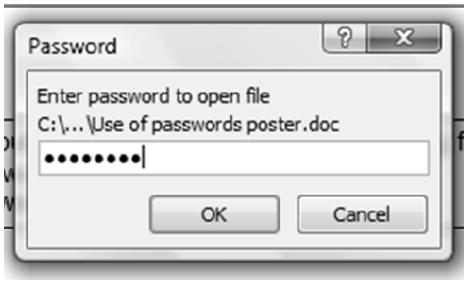
- change passwords regularly
- use a mixture of upper case letters, lower case letters and numbers.

## DON’T

- use obvious passwords like dates of birth or pet names
- tell your password to anyone
- write down your password.

An example of a good password is:

**E1ffelT0wer**


Password
Enter password to open file
C:\...\Use of passwords poster.doc
OK
Cancel

| ICT – LEVEL 1 | | | | |
|---|---|---|---|---|
| **Skill Standard** | | **Coverage and Range** | | **The learner must:** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | Plan how to use ICT to create the poster. |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | Select software to create the poster. |
| | | 1.2.2 | select and use interface features effectively to meet needs | Use a variety of interface features to carry out the task. |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | Open file provided and save the notice created with a meaningful file name. |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | Creates an example of a good password. Password protects the poster file. |
| | | 1.4.2 | demonstrate how to minimise the risk of computer viruses | |
| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | Format the poster so that it is fit for purpose for a classroom notice board. The learner must select appropriate font sizes, alignment, spacing etc. |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | |
| | | 1.8.2 | display numerical data in a graphical format | |
| | | 1.8.3 | use field names and data types to organise information | |
| | | 1.8.4 | enter, search, sort and edit records | |
| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | |
| | | 1.10.2 | check for accuracy and meaning | Check that any additional text added is accurate. |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | Check the poster as it develops and amend as required. |

# Task 5 - Data handling

**See resource sheet 5.**

The learner requires one file for this task. The file has been provided in the **data handling** 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 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 file so it is clear to Ali what is in it.

# Resource sheet 5 – Data handling

**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

a) Ali needs to start recording the mileage that the used cars have done.

(i) Add a field named Mileage to the used car data.

(ii) Enter the mileage information for the cars shown below.

| Make | Model | Registration | Mileage |
|---|---|---|---|
| Ford | Ka | OC04GHY | 74,100 |
| Ford | Fiesta 1.6 | OC09 KAR | 16,540 |
| Honda | Jazz 1.2S | FS09 LUY | 14,950 |
| Vauxhall | Corsa 1.4 | OC08 RDH | 37,820 |

b) Ali needs you to send an email to a customer. The customer, Mr Mills, wants to know what used cars are priced under £5000. He wants a list showing the cars starting with the cheapest and ending with the most expensive.

Mr Mills' email address is jmills@progress.coz.

(i) Prepare the email to Mr Mills giving him the information he wants.
(You just have to prepare the email. You do not have to send it.)

**Evidence you must provide:**

A printout of the used cars data with the information added.

A printout or screen dump of the information you are sending to Mr Mills.

A screen dump of the email you have prepared for Mr Mills.

# 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 and must find the specified information and present it in the order Mr Mills wants.

The open responses in this task are that:

- the learner selects the software to handle the data
- the learner chooses what way to find the information for Mr Mills (e.g. using a filter, sorting the data and copying and pasting the correct data etc.)
- the learner chooses how to send the information to Mr Mills (e.g. copying the information into the email, attaching a file showing the data to an email etc.).

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

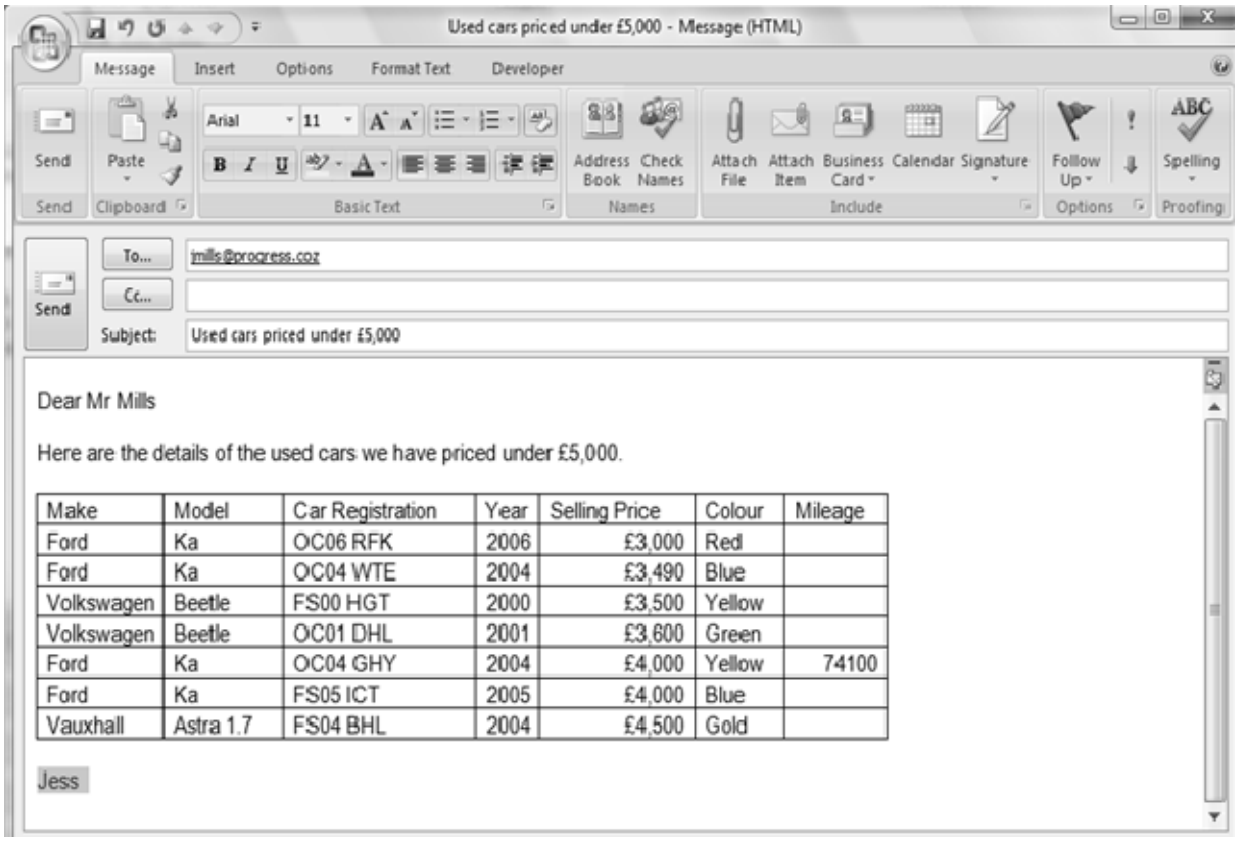
To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

# Sample solution

Printout of updated used cars data and a screen dump of email prepared, showing information found for Mr Mills.

File name – **used car data (not changed)**.

| Make | Model | Car Registration | Year | Selling Price | Colour | Mileage |
|---|---|---|---|---|---|---|
| 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 | 74100 |
| 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 | 16540 |
| 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 | 14950 |
| 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 | |
| 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 | 37820 |
| 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 | |


Used cars priced under £5,000 - Message (HTML)
Message
Insert
Options
Format Text
Developer
Send
Paste
Arial
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...
jmills@progress.coz
Cc...
Subject:
Used cars priced under £5,000
Dear Mr Mills
Here are the details of the used cars we have priced under £5,000.
Make | Model | Car Registration | Year | Selling Price | Colour | Mileage
Ford | Ka | OC06 RFK | 2006 | £3,000 | Red |
Ford | Ka | OC04 WTE | 2004 | £3,490 | Blue |
Volkswagen | Beetle | FS00 HGT | 2000 | £3,500 | Yellow |
Volkswagen | Beetle | OC01 DHL | 2001 | £3,600 | Green |
Ford | Ka | OC04 GHY | 2004 | £4,000 | Yellow | 74100
Ford | Ka | FS05 ICT | 2005 | £4,000 | Blue |
Vauxhall | Astra 1.7 | FS04 BHL | 2004 | £4,500 | Gold |
Jess

| ICT – LEVEL 1 | | | | |
|---|---|---|---|---|
| **Skill Standard** | | **Coverage and Range** | | **The learner must:** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | Plan how to use ICT to handle the data. |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | Select software to handle the data. |
| | | 1.2.2 | select and use interface features effectively to meet needs | Use a variety of interface features to carry out the task. |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | Open file provided and save appropriately. |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | |
| | | 1.4.2 | demonstrate how to minimise the risk of computer viruses | |
| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | |
| | | 1.8.2 | display numerical data in a graphical format | |
| | | 1.8.3 | use field names and data types to organise information | Add a new field and enter specified data. |
| | | 1.8.4 | enter, search, sort and edit records | Search and / or sort the data to find the information required. |
| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | Prepare an email to Mr Mills. |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | Explain to Mr Mills what the list is. |
| | | 1.10.2 | check for accuracy and meaning | |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | Check data is updated and is selected as required and amend if necessary. |

# Task 6 - Processing numerical data and creating a chart

**See resource sheet 6.**

The learner requires one file for this task. The file has been provided in the **processing numerical data and creating a chart** 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 has to select suitable software to use to complete the task. In this task the learner should open the **evening class attendance data** file and decide what software to use. This might mean that they will copy and paste the table in that file 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 file so that it is clear to Greta what is in it.

# Resource sheet 6 - Processing numerical data and creating a chart

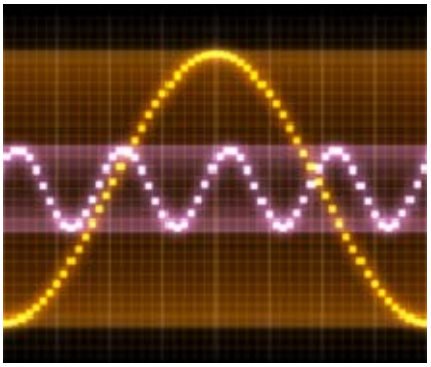
**Greta is the manager of adult evening classes at a college. You need to carry out the following task for Greta.**

**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.**

## Task



a) Greta needs the evening class attendance data processed so that it also shows:

- the total attendance at each of the classes over the 10 weeks
- the smallest number attending any of the classes each week.

(i) Process the evening class attendance data to find the values Greta needs.

(ii) Make sure all the data is clearly displayed.

b) Greta needs a line graph that clearly shows the attendance over the 10 weeks at each of the language classes.

(i) Create the line graph for Greta.

(ii) Make sure the graph is clearly displayed.

**Evidence you must provide:**

A printout of the evening class data with the values Greta needs added.

A printout of how you used ICT to calculate the values Greta needs.

A printout of the line graph you created 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 file provided
- the learner must find the values required and produce the chart required
- The open responses in this task are that
- the learner selects the software to process the numerical data
- the learner chooses how to make sure the new data is displayed clearly (e.g. by adding labels for the values generated)
- the learner chooses what standard information to add to the chart (chart title, axes titles, labels, legend etc.).

To complete this task successfully the learner must meet the Functional Skills standards and coverage and range as indicated overleaf.

# Sample solution

Values, how ICT used, chart.

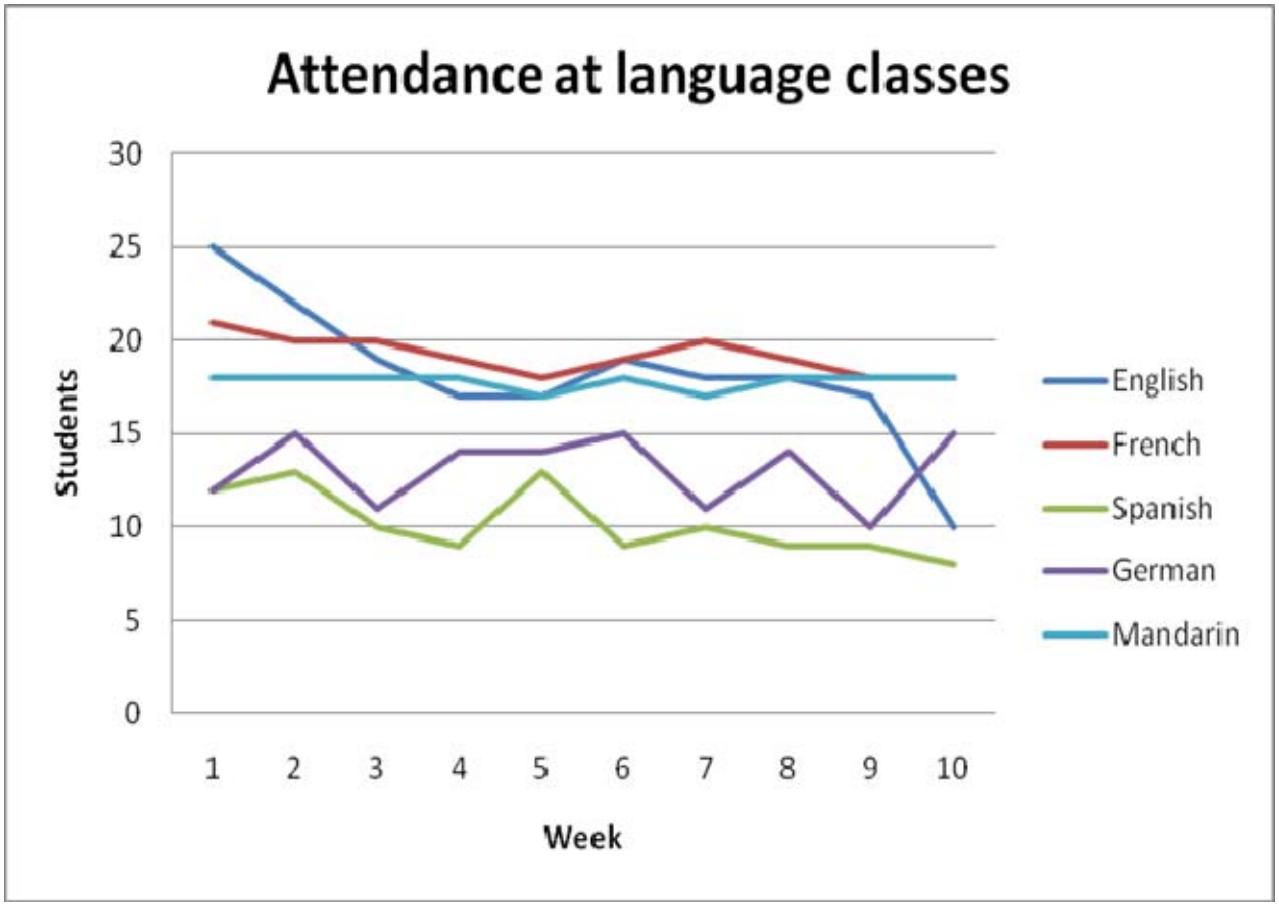
File name – **evening class attendance data analysed.**

| **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 | Astronomy | 15 | 10 | 14 | 10 | 10 |
| | | | | | | |
| | Smallest attendance | 10 | 10 | 9 | 9 | 8 |

| Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Total attending |
|---|---|---|---|---|---|
| 12 | 11 | 13 | 9 | 14 | 119 |
| 10 | 9 | 7 | 7 | 6 | 98 |
| 13 | 13 | 12 | 10 | 11 | 123 |
| 8 | 8 | 7 | 5 | 5 | 92 |
| 12 | 8 | 9 | 15 | 11 | 109 |
| 14 | 8 | 9 | 15 | 9 | 118 |
| 10 | 12 | 9 | 12 | 9 | 109 |
| 15 | 15 | 14 | 15 | 15 | 154 |
| 12 | 12 | 11 | 12 | 15 | 119 |
| 19 | 18 | 18 | 17 | 10 | 182 |
| 19 | 20 | 19 | 18 | 18 | 192 |
| 9 | 10 | 9 | 9 | 8 | 102 |
| 15 | 11 | 14 | 10 | 15 | 131 |
| 18 | 17 | 18 | 18 | 18 | 178 |
| 13 | 11 | 12 | 8 | 12 | 111 |
| 13 | 9 | 8 | 8 | 15 | 112 |
| 13 | 10 | 13 | 12 | 14 | 119 |
| 12 | 13 | 14 | 9 | 11 | 116 |
| 13 | 9 | 9 | 8 | 13 | 115 |
| 14 | 8 | 9 | 13 | 11 | 118 |
| 13 | 10 | 10 | 11 | 15 | 125 |
| 8 | 14 | 8 | 11 | 15 | 119 |
| 12 | 9 | 15 | 14 | 8 | 121 |
| 12 | 14 | 11 | 14 | 12 | 121 |
| 14 | 14 | 11 | 14 | 8 | 125 |
| 11 | 9 | 9 | 14 | 8 | 107 |
| 9 | 8 | 11 | 9 | 13 | 105 |
| 11 | 9 | 12 | 10 | 15 | 116 |
| 13 | 11 | 9 | 8 | 10 | 110 |
| 15 | 8 | 15 | 10 | 15 | 125 |
| 11 | 9 | 11 | 9 | 9 | 108 |
| 10 | 14 | 14 | 15 | 14 | 127 |
| 12 | 10 | 13 | 13 | 9 | 113 |
| 13 | 13 | 10 | 12 | 14 | 129 |
| 14 | 12 | 9 | 12 | 12 | 126 |
| 8 | 14 | 9 | 9 | 14 | 109 |
| 8 | 13 | 11 | 13 | 14 | 125 |
| 11 | 14 | 13 | 9 | 14 | 135 |
| 14 | 14 | 15 | 11 | 14 | 127 |
| | | | | | |
| 8 | 8 | 7 | 5 | 5 | |

| **Attendance** | | | | | |
|---|---|---|---|---|---|
| **Class Type** | **Class name** | **Week 1** | **Week 2** | **Week 3** | **Week 4** |
| Humanities | Geography | 11 | 10 | 11 | 15 |
| Humanities | History | 13 | 12 | 11 | 13 |
| ICT | Webpage design | 13 | 14 | 12 | 12 |
| ICT | HTML | 14 | 11 | 10 | 10 |
| ICT | ICT GCSE | 14 | 10 | 11 | 11 |
| ICT | ICT A level | 15 | 15 | 12 | 11 |
| ICT | Functional skills 1 | 10 | 10 | 12 | 13 |
| ICT | Functional skills 2 | 17 | 17 | 16 | 15 |
| ICT | Digital photography | 14 | 10 | 10 | 11 |
| Language | English | 25 | 22 | 19 | 17 |
| Language | French | 21 | 20 | 20 | 19 |
| Language | Spanish | 12 | 13 | 10 | 9 |
| Language | German | 12 | 15 | 11 | 14 |
| Language | Mandarin | 18 | 18 | 18 | 18 |
| Maths | Maths GCSE | 11 | 11 | 11 | 10 |
| Maths | Maths A level | 11 | 13 | 11 | 9 |
| Maths | Applied | 10 | 13 | 14 | 12 |
| Maths | Further | 10 | 11 | 15 | 12 |
| Maths | Book keeping | 12 | 14 | 13 | 15 |
| Maths | Accountancy | 14 | 15 | 11 | 12 |
| Practical | Motor mechanics | 12 | 14 | 14 | 14 |
| Practical | TV repairs | 13 | 13 | 12 | 11 |
| Practical | Brick laying | 14 | 14 | 11 | 15 |
| Practical | Catering | 11 | 11 | 11 | 13 |
| Practical | Child care | 14 | 13 | 11 | 11 |
| Practical | Community care | 10 | 10 | 12 | 9 |
| Practical | Hairdressing | 12 | 10 | 11 | 11 |
| Practical | Tropical Fish | 11 | 14 | 10 | 11 |
| Practical | Animal welfare | 14 | 12 | 12 | 9 |
| Practical | Vegetable growing | 13 | 11 | 12 | 15 |
| Practical | Cake making | 10 | 12 | 14 | 15 |
| Practical | Carpentry | 13 | 10 | 13 | 15 |
| Science | Physics | 11 | 14 | 13 | 9 |
| Science | Chemistry | 15 | 14 | 12 | 15 |
| Science | Biology | 14 | 13 | 10 | 15 |
| Science | Botany | 11 | 11 | 9 | 10 |
| Science | Zoology | 13 | 13 | 14 | 11 |
| Science | Engineering | 14 | 15 | 15 | 15 |
| Science | Astonomy | 15 | 10 | 14 | 10 |
| | | | | | |
| | Smallest attendance | =MIN(C4:C42) | =MIN(D4:D42) | =MIN(E4:E42) | =MIN(F4:F42) |

| Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Total attending |
|---|---|---|---|---|---|---|
| 13 | 12 | 11 | 13 | 9 | 14 | =SUM(C4:L4) |
| 10 | 10 | 9 | 7 | 7 | 6 | =SUM(C5:L5) |
| 13 | 13 | 13 | 12 | 10 | 11 | =SUM(C6:L6) |
| 14 | 8 | 8 | 7 | 5 | 5 | =SUM(C7:L7) |
| 8 | 12 | 8 | 9 | 15 | 11 | =SUM(C8:L8) |
| 10 | 14 | 8 | 9 | 15 | 9 | =SUM(C9:L9) |
| 12 | 10 | 12 | 9 | 12 | 9 | =SUM(C10:L10) |
| 15 | 15 | 15 | 14 | 15 | 15 | =SUM(C11:L11) |
| 12 | 12 | 12 | 11 | 12 | 15 | =SUM(C12:L12) |
| 17 | 19 | 18 | 18 | 17 | 10 | =SUM(C13:L13) |
| 18 | 19 | 20 | 19 | 18 | 18 | =SUM(C14:L14) |
| 13 | 9 | 10 | 9 | 9 | 8 | =SUM(C15:L15) |
| 14 | 15 | 11 | 14 | 10 | 15 | =SUM(C16:L16) |
| 17 | 18 | 17 | 18 | 18 | 18 | =SUM(C17:L17) |
| 12 | 13 | 11 | 12 | 8 | 12 | =SUM(C18:L18) |
| 15 | 13 | 9 | 8 | 8 | 15 | =SUM(C19:L19) |
| 8 | 13 | 10 | 13 | 12 | 14 | =SUM(C20:L20) |
| 9 | 12 | 13 | 14 | 9 | 11 | =SUM(C21:L21) |
| 9 | 13 | 9 | 9 | 8 | 13 | =SUM(C22:L22) |
| 11 | 14 | 8 | 9 | 13 | 11 | =SUM(C23:L23) |
| 12 | 13 | 10 | 10 | 11 | 15 | =SUM(C24:L24) |
| 14 | 8 | 14 | 8 | 11 | 15 | =SUM(C25:L25) |
| 9 | 12 | 9 | 15 | 14 | 8 | =SUM(C26:L26) |
| 12 | 12 | 14 | 11 | 14 | 12 | =SUM(C27:L27) |
| 15 | 14 | 14 | 11 | 14 | 8 | =SUM(C28:L28) |
| 15 | 11 | 9 | 9 | 14 | 8 | =SUM(C29:L29) |
| 11 | 9 | 8 | 11 | 9 | 13 | =SUM(C30:L30) |
| 13 | 11 | 9 | 12 | 10 | 15 | =SUM(C31:L31) |
| 12 | 13 | 11 | 9 | 8 | 10 | =SUM(C32:L32) |
| 11 | 15 | 8 | 15 | 10 | 15 | =SUM(C33:L33) |
| 8 | 11 | 9 | 11 | 9 | 9 | =SUM(C34:L34) |
| 9 | 10 | 14 | 14 | 15 | 14 | =SUM(C35:L35) |
| 9 | 12 | 10 | 13 | 13 | 9 | =SUM(C36:L36) |
| 11 | 13 | 13 | 10 | 12 | 14 | =SUM(C37:L37) |
| 15 | 14 | 12 | 9 | 12 | 12 | =SUM(C38:L38) |
| 14 | 8 | 14 | 9 | 9 | 14 | =SUM(C39:L39) |
| 15 | 8 | 13 | 11 | 13 | 14 | =SUM(C40:L40) |
| 15 | 11 | 14 | 13 | 9 | 14 | =SUM(C41:L41) |
| 10 | 14 | 14 | 15 | 11 | 14 | =SUM(C42:L42) |
| | | | | | | |
| =MIN(G4:G42) | =MIN(H4:H42) | =MIN(I4:I42) | =MIN(J4:J42) | =MIN(K4:K42) | =MIN(L4:L42) | |


Attendance at language classes
30
25
20
15
10
5
0
Students
1
2
3
4
5
6
7
8
9
10
Week
English
French
Spanish
German
Mandarin

| ICT – LEVEL 1 | | | | |
|---|---|---|---|---|
| **Skill Standard** | | **Coverage and Range** | | **The learner must:** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | Plan how to use ICT to process the numerical data and to create the chart. |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | Select software to carry out the task. |
| | | 1.2.2 | select and use interface features effectively to meet needs | Use a variety of interface features to carry out the task. |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | Open file provided and save the file created with a meaningful file name. |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | |
| | | 1.4.2 | demonstrate how to minimise the risk of computer viruses | |
| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | Enter labels for values created. Enter standard information into chart title, axes titles and labels etc. |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | Use functions to process data. |
| | | 1.8.2 | display numerical data in a graphical format | Use a line graph to display information. |
| | | 1.8.3 | use field names and data types to organise information | |
| | | 1.8.4 | enter, search, sort and edit records | |
| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | . |
| | | 1.10.2 | check for accuracy and meaning | Check accuracy of numbers processed/ data charted. |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | Check work as it develops and amend as required. |

# Task 7 - Setting a desktop background (wallpaper) (Level 1 or 2 activity)

**See resource sheet 7.**

The learner requires three files for this task. The files have been provided in the **setting a desktop background** folder. The images have been provided as **.jpg** files.

The learner has to select suitable software to use to complete the task. In this task the learner has to decide on the software they will use to remove the text from the image they choose.

The learner should plan how they will use ICT to complete the task. The learner should also plan what to name their edited image so that it is clear to Sam what is in it.

# Resource sheet 7 - Setting a desktop background (wallpaper)
Level 1 or 2 activity

**Sam is the manager of a travel agency. You need to carry out the following task for Sam.**

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

Sam has provided you with the files listed below:

- **sunset in northern ireland image**
- **austrian castle garden image**
- **flower market in amsterdam image.**

## Task

Sam is expecting some important clients to visit the agency. She needs you to adjust the desktop background (wallpaper) on your computer screen to show the picture of the sunset in Northern Ireland.

Sunset at Mount Stewart Gardens in County Down.

(i) Make sure there is no text on the image you choose for the desktop background (wallpaper).

(ii) Adjust the desktop background (wallpaper) to show your image.

(iii) Prepare an email to Sam (sam@tta.coz) that shows her what the desktop background (wallpaper) now looks like. (You just have to prepare the email. You do not have to send it.)

**Evidence you must provide:**

A screen dump showing the image set as the desktop background (wallpaper).

A screen dump of the email you have prepared to send to Sam.

# 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 choose the correct image
- the learner must crop the text from the image they choose.

The open responses in this task are that:

- the learner selects the software to crop the image
- the learner chooses the way the image is formatted as the background
- the learner chooses the software to prepare an email to Sam
- the learner chooses how to show Sam the new background (entering a screen dump into the body of the email or attaching a document that shows the new background).

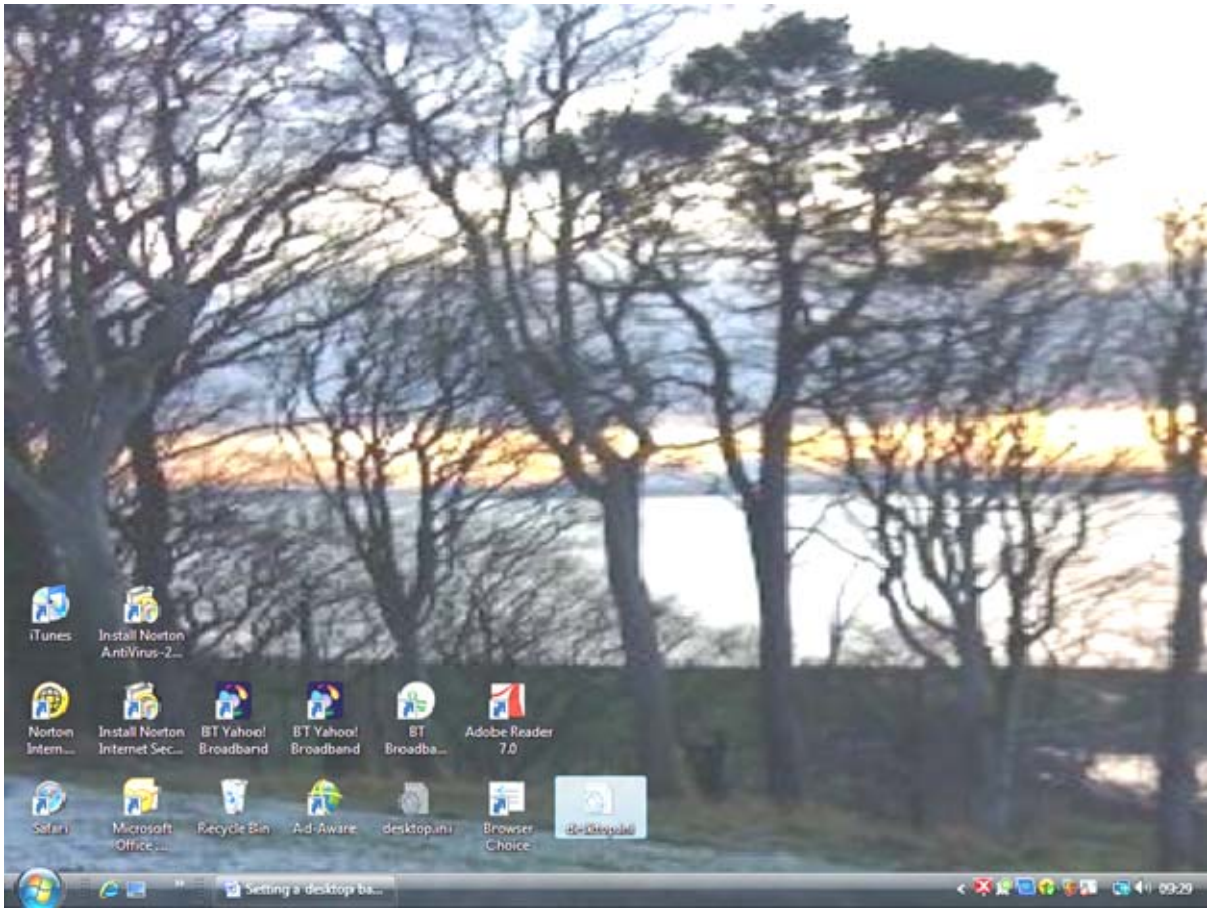
The way the desktop background (wallpaper) is set should be fit for purpose (i.e. icons, filenames that appear on the desktop can still be read etc.).

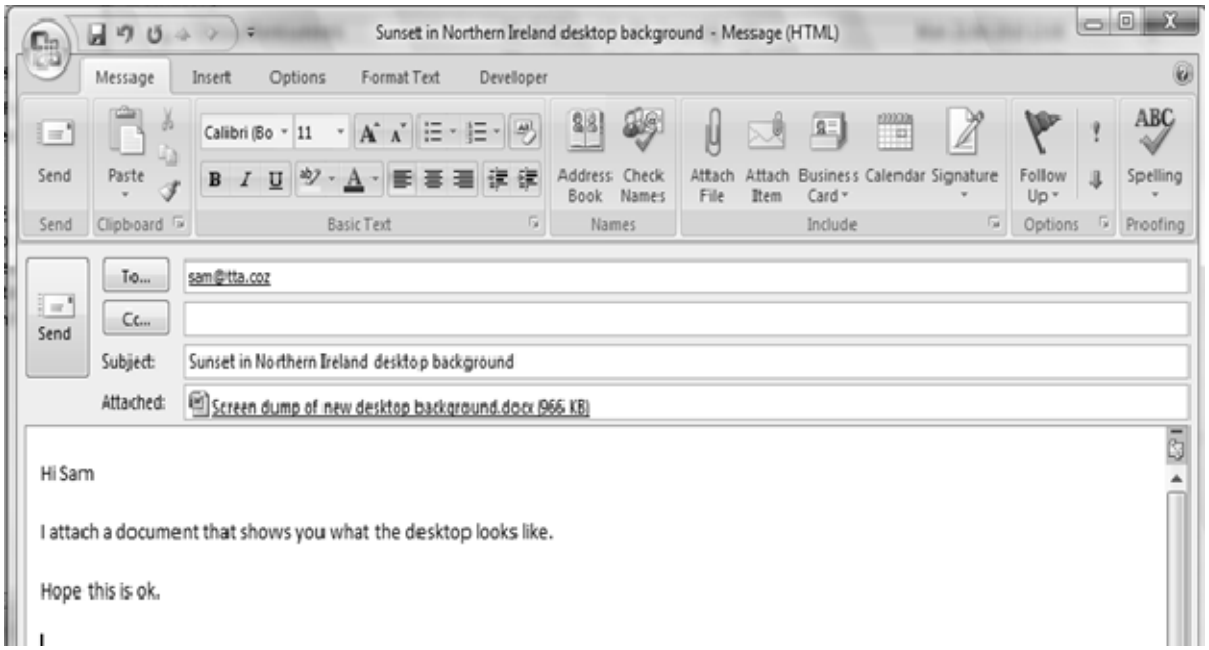
To complete this task successfully the learner must meet the Functional Skills Standards and Coverage and Range as indicated overleaf.

# Sample solution

Screen dump of desktop background (wallpaper) and screen dump of email prepared for Sam.

File name – **sunset in northern Ireland with text removed.jpg.**



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| **Skill Standard** | | **Coverage and Range** | | **The learner must:** |
| 1.1 | identify the ICT requirements of a straightforward task | 1.1.1 | use ICT to plan and organise work | Plan how to use ICT to change the desktop background (wallpaper). |
| 1.2 | interact with and use ICT systems to meet requirements of a straightforward task in a familiar context | 1.2.1 | select and use software applications to meet needs and solve straightforward problems | Select software to crop the chosen image, adjust the background and prepare an email. |
| | | 1.2.2 | select and use interface features effectively to meet needs | Use a variety of interact features to carry out the task. |
| | | 1.2.3 | adjust system settings as appropriate to individual needs | Change the desktop background (wallpaper) as required. |
| 1.3 | manage information storage | 1.3.1 | work with files, folders and other media to access, organise, store, label and retrieve information | Open files provided and save the image created with a meaningful file name. |
| 1.4 | follow and demonstrate understanding of the need for safety and security practices | 1.4.1 | demonstrate how to create, use and maintain secure passwords | |
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| 1.5 | use search techniques to locate and select relevant information | 1.5.1 | search engines, queries | |
| 1.6 | select information from a variety of ICT sources for a straightforward task | 1.6.1 | recognise and take account of currency, relevance, bias and copyright when selecting and using information | Choose the relevant image. |
| 1.7 | enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | 1.7.1 | apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content | Crop the chosen image. |
| 1.8 | use appropriate software to meet requirements of straightforward data-handling task | 1.8.1 | process numerical data | |
| | | 1.8.2 | display numerical data in a graphical format | |
| | | 1.8.3 | use field names and data types to organise information | |
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| 1.9 | use communications software to meet the requirements of a straightforward task | 1.9.1 | read, send and receive electronic messages with attachments | Prepare an email to send to Sam. |
| | | 1.9.2 | demonstrate understanding of the need to stay safe and respect others when using ICT-based communication | |
| 1.10 | combine information within a publication for a familiar audience and purpose | 1.10.1 | for print and for viewing on screen | Make sure any icons on the desktop can be seen. |
| | | 1.10.2 | check for accuracy and meaning | |
| 1.11 | evaluate own use of ICT tools | 1.11.1 | at each stage of a task and at the task's completion | Check that the background is fit for purpose and amend if necessary. |

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