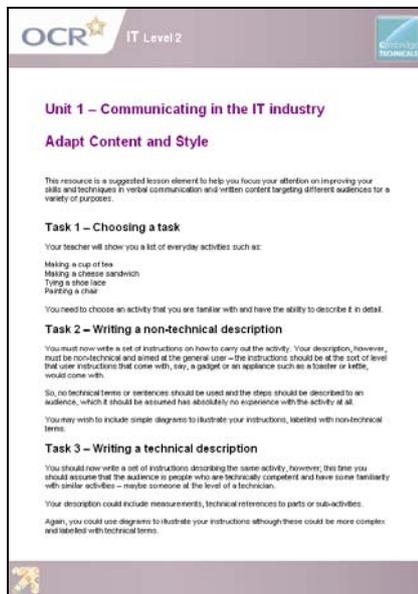


# Unit 1 – Communicating in the IT industry

## Adapt Content and Style

### *Instructions and answers for Teachers*

*These instructions should accompany the OCR resource 'Adapt Content and Style', which supports the Cambridge Technicals in IT Level 2 Unit 1 – Communicating in the IT industry.*



The screenshot shows the OCR IT Level 2 logo at the top left and the Cambridge TECHNICALS logo at the top right. The main heading is 'Unit 1 – Communicating in the IT industry' followed by 'Adapt Content and Style'. Below this, there is a paragraph of introductory text: 'This resource is a suggested lesson element to help you focus your attention on improving your skills and techniques in verbal communication and written content targeting different audiences for a variety of purposes.' This is followed by three tasks: 'Task 1 – Choosing a task', 'Task 2 – Writing a non-technical description', and 'Task 3 – Writing a technical description'. Each task includes specific instructions for the learner.

**Associated Files:**  
Adapt Content and Style

**Expected Duration:**  
Task 1 – approx 10 minutes  
Task 2 – approx 25 minutes  
Task 3 – approx 25 minutes

This resource is a suggested lesson element to engage the learner in a range of activities with the aim of focusing their attention on improving their skills and techniques in verbal communication and written content targeting different audiences for a variety of purposes.

This resource comprises of three tasks. A sample answer follows the tasks below.



## Task 1 – Choosing a task

Your teacher will show you a list of everyday activities such as:

Making a cup of tea  
Making a cheese sandwich  
Tying a shoe lace  
Painting a chair

You need to choose an activity that you are familiar with and have the ability to describe it in detail.

## Task 2 – Writing a non-technical description

You must now write a set of instructions on how to carry out the activity. Your description, however, must be non-technical and aimed at the general user – the instructions should be at the sort of level that user instructions that come with, say, a gadget or an appliance such as a toaster or kettle, would come with.

So, no technical terms or sentences should be used and the steps should be described to an audience, which it should be assumed has absolutely no experience with the activity at all.

You may wish to include simple diagrams to illustrate your instructions, labelled with non-technical terms.

## Task 3 – Writing a technical description

You should now write a set of instructions describing the same activity, however; this time you should assume that the audience is people who are technically competent and have some familiarity with similar activities – maybe someone at the level of a technician.

Your description could include measurements, technical references to parts or sub-activities.

Again, you could use diagrams to illustrate your instructions although these could be more complex and labelled with technical terms.

## Alternative or additional suggestion

Instead of writing instruction sheets, you could create short instructional videos or animations including dialogue that you could tailor to technical and non-technical target audiences.

## Suggestion for an extension exercise

After you have tackled an everyday task you could then describe an IT-related task such a software process (e.g. a cut and paste or formatting task) or the process of transferring files from a hard-drive to a memory stick.



## Writing non-technical and technical descriptions

The following descriptions are examples to assist learners in understanding the differences in providing instructions for non-technical and technical audiences.

### Making a cheese sandwich – Non-technical Audience

1. Get out a chopping or bread board.
2. Choose a couple of slices of bread from the loaf. These can be white or brown bread depending on which you prefer.
3. Lay the slices of bread on the board and remove the butter or margarine (again depending on which you like best) from the fridge.
4. Now, using a butter knife spread the butter or margarine thinly on both slices of bread.
5. Put the slices of bread to one side and place the butter or margarine back into the fridge.
6. Remove the cheese from the fridge (this should be a hard cheese such as Cheddar, Double Gloucester or Cheshire).
7. Using a sharp knife cut enough thin slices of cheese from the block to cover one of the slices of bread.
8. Lay the slices of cheese on the buttered side of one slice of bread.
9. Take the other slice of bread and lay it, buttered side down on the cheese.
10. The sandwich can be eaten now, however; to make it easier to hold, you may consider cutting the sandwich in half or even quarters should the sandwich be made for children. The cutting should be done with the bread knife and can be done across the corners of the sandwich or across the sides.
11. The sandwich is now ready for eating.

### Making a cheese sandwich – Technical Audience

1. The optimum surface that should be used for creating the cheese sandwich is a board, the purpose of which is to chop food or slice bread.
2. For the sandwich two slices of bread of equal dimensions should be sought. They should be no more than 10 mm thick. A decision should be made at this point as to whether white or brown bread is to be used - this will depend on the preference on the person who is to consume the sandwich.
3. The slices of bread should be placed on the board and butter or margarine should be removed from the refrigerator.
4. The butter or margarine should then be applied consistently across both slices of bread to a maximum thickness of 2mm.
5. After this last procedure, the slices of bread should be placed to one side and the butter or margarine should be returned to the refrigerator.
6. The cheese should now be removed from the refrigerator (the optimum consistency of the cheese should of a 'hard' type mostly associated with products such as Cheddar, Double Gloucester or Cheshire)
7. Using a long-bladed, sharp knife, slices of cheese should be cut from the main block to a thickness of a maximum of 5mm. The number of slices cut should be equivalent to the area of the bread slice and it may be advisable to measure the length and width of the slice to attain the required area and consequently achieve the most efficient use of the cheese.
8. The slices of cheese should then be laid carefully on the buttered side of one of the bread slices.
9. The other slice of bread should then be placed accurately, with the buttered side facing down, on top of the cheese, being careful to ensure that the sides of the top and bottom slices of bread run parallel to each other.
10. The sandwich is now ready to be consumed.



## Additional procedure

11. To aid the sandwich's handling properties, it maybe preferable to cut the sandwich in half or even into quarter portions should the target consumers for the sandwich be children. The cutting process could involve cutting across-corners in order to achieve portions, triangular in shape, or across the sides to maintain the square or rectangular theme of the sandwich.
12. The sandwich is now ready for consumption.



*These activities offer an opportunity for English skills development.*

## LESSON *Elements*

**The building blocks you need to construct informative and engaging lessons**

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