

Functional ICT Level 1/2

Teacher's Notes

Module 1: Making the most of your computer

Module 2: Managing information

Module 3: Finding and selecting information

Module 4: Working with structured data

Module 5: Working with numbers and charts

Module 6: Working with text and images

Module 7: Combining and presenting information

Module 8: Using ICT to communicate

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How to use the Functional Skills ICT materials

These materials have been developed to help learners acquire the skills that are outlined in the Edexcel Specification for Functional Skills ICT, Levels 1 and 2.

The structure of the materials

The standards covered in each module are given at the start of the module. Topics have been organised in a logical order, which does not always reflect the sequence in which they appear in the Specification.

This structure should not necessarily be taken as a recommended teaching framework but merely as one way of providing complete coverage of the Specification. It is expected that teachers will organise their teaching sessions according to the needs, level of experience and interest of their learners, and the contexts in which they are working.

A set of suggested Lesson Plans is available as a separate resource.

Level differentiation

These materials are for learners working at Levels 1 and 2. No attempt has been made to differentiate between the two levels in the learner's materials, apart from in the skill and knowledge checklists at the end of each module (Level 2 descriptors are denoted in *italics*, and end 'L2'). The basis of the design of the materials is that, as in the Specification, differentiation will be as much by outcome as by activity. The other key level differentiators – complexity, familiarity, technical demand and independence – are reflected in the tasks, which are designed to show the progression that is a feature of the standards.

At Level 1, learners would be expected to:

- identify the ICT requirements needed to solve a straightforward task and apply their knowledge and understanding to produce an appropriate solution (complexity)
- apply their knowledge and skills within a non-routine but familiar context (familiarity)
- apply a range of techniques in a number of applications to produce an appropriate outcome (technical demand)
- solve problems that are essentially instructor/tutor guided, demonstrating the confidence to make informed choices and knowing when to seek guidance (independence)

This differentiation between levels requires the teacher to provide more guidance at Level 1 than at Level 2. With Level 1 learners, for example, teachers may choose to use a simplified task to allow a learner to practise the skill within their prior experience; whereas they may choose to enhance the challenge for Level 2 learners by using a more complex task that matches the learner's experience.

The activities have been developed with this varying guidance in mind, so that later activities in each section are expected to be undertaken with less teacher support. The expectation is, though, that all learners will be engaged in the learning process through discussion and social interaction.

The elements of the study modules

The study modules are divided into sections. Within most sections there are 'Skill Builders' which provide activities to practise the skills, test understanding and extend knowledge. The pages of the learner materials also direct the learner to additional electronic resources in the form of digital 'assets'.

Assets are files of information provided or stored digitally, which may include photographs, texts, spreadsheets, etc. These may also include material learners will need to perform the activities (e.g. tables to complete). These resources are available on the Edexcel website.

All text-based documents are provided in either .rtf or both .doc and .txt format, and all spreadsheets as .xls, .csv and .txt formats to ensure accessibility with a range of work stations. Direct your students to the most appropriate format for your system.

The last section of each module is called "Wrapping up". These sections contain knowledge and / or skill checks. Where applicable, there are pointers to sample tests and mark schemes which are available on the Edexcel website and should be made available to learners for reference.

A note on resources and providing a safe working environment for learners

Any suggestion for software to be used with activities is not meant to be exclusive. It is understood that different centres will have different resources.

Teachers can adapt activities so that they can be used with the resources that are available to them.

These materials work in conjunction with the Complete Delivery Guide to the Edexcel specification, available on the Edexcel website.