

These functional skills ICT support materials have been developed by OCR in partnership with Guroo. They are free resources which provide innovative and engaging tasks for you to use with your learners when delivering OCR's Functional Skills qualifications.

The content takes the form of a functional challenge at Entry Level 3, Level 1 and Level 2. Each challenge contains three tasks which are supported by a video introduction, worksheets, solutions to the tasks, and a podcast. There is also a set of notes to support you in using the materials. You are free to use them in whatever way best suits your teaching practice and your learners, and we encourage you to be creative!

These materials represent a sample of the content that Guroo has already produced to support the delivery of functional skills across all three subjects and all levels. The Guroo learning materials are based around a series of real life problem solving tasks and challenges. They can be used to practice the understanding and mastery of functional skills in every important area across a range of familiar and unfamiliar contexts and scenarios.

Disclaimer

Please note that whilst every effort has been made to ensure accuracy of the content, this content is provided only as a resource for general information and teaching purposes, to be used at the direction of deliverers. OCR and Guroo do not endorse the content of the resources and neither OCR nor Guroo shall have any liability whatsoever for any losses, including losses for any misinterpretation or subsequent impact howsoever caused.



Lesson focus

In this challenge, the student's friend has asked for advice on buying a computer system. She has picked out some computers that she is interested in. The student is to look and see if they suit her needs.

Students will be asked to:

- identify the things needed for a computer system.
- help find a suitable antivirus program.
- answer questions on basic settings problems.

Glossary words

These are found in the podcast:

Programs, package, budget, web page, system, virus

Resources

The resources available for this challenge include lesson plans for when students do and do not have online access, printable worksheet (and printable solutions) containing three tasks, online versions of the tasks, online practice questions, an introductory video and associated audio file. The online tasks can be completed instead of the worksheets in class. They can be shown to the whole class if individual computers are unavailable, and they can also be used individually away from class by students.

More ideas and things to note

The vast range of applications that are available on today's mobile phones can give a really good practical alternative to setting up a computer. Many of the ICT skills such as understanding settings and selecting software can be performed on a smart phone and it's a great opportunity to get students to compare application use.

The skills of using the Internet for searches can also be honed in this task. Searching for antivirus software doesn't give a reasonable solution, the search strings have to be much more detailed and searches will throw up phishing sites – can students spot these?

Learning Outcomes – by the end of the session the student will be able to:

Functional ICT E3

- Use ICT – use software applications to meet needs and solve given problems.
- Use ICT – change simple software settings.
- Use ICT – use and change passwords.
- Find and Select – search web-based sources of information.

Functional Maths E3

- Complete simple mental calculations involving money and measures.



Topic: Starter	
Teacher Activity:	Introduce the video, answer any questions from the students.
Student Activity:	Students to complete the questions in “What Do You Know – Functional Skills”.
Support for Less Able Students:	Students to complete the first section only.
Extension for More Able Students:	Ask students to compile four more questions with answers.

Topic: Task 1 – identify components needed for a computer system	
Teacher Activity:	Explanation of task – reiteration of instructions in worksheet.
Student Activity:	Students to complete task 1 by looking at the different packages and identifying those that meet their friend’s requirements. They then need to decide which of those packages is the best value.
Support for Less Able Students:	Students only asked to consider first three packages and ignore packages 4 and 5.
Extension for More Able Students:	Students asked to investigate additional ‘What If?’ scenarios.

Topic: Task 2 – compare antivirus software programs	
Teacher Activity:	Talk about the task, illustrating the importance of comparisons.
Student Activity:	Students to complete task 2, they will need Internet access if they decide to find online reviews of the different products.
Support for Less Able Students:	Students could be asked to compare the two free packages.
Extension for More Able Students:	Student asked to investigate additional ‘What If?’ scenarios.

Topic: Task 3 – answering questions to solve a problem	
Teacher Activity:	Go over task 3, describing the task to the students.
Student Activity:	Students are asked to answer some questions on the settings of the computer and what they might do if problems occur.
Support for Less Able Students:	Students could be shown where they might find the answer to each question.
Extension for More Able Students:	Students could be asked to write three more questions with answers on other computer settings.

Topic: Starter	
Teacher Activity:	Introduce the video, answer any questions from the students.
Student Activity:	Run through the questions in “What Do You Know – Functional Skills” on the whiteboard.
Support for Less Able Students:	Students to complete the first section only.
Extension for More Able Students:	Ask students to compile four more questions with answers.

Topic: Task 1 – identify components needed for a computer system	
Teacher Activity:	Explanation of task – reiteration of instructions in worksheet.
Student Activity:	Students to complete task 1 by looking at the different packages and identifying those that meet their friend’s requirements. They then need to decide which of those packages is the best value.
Support for Less Able Students:	Students only asked to consider first three packages and ignore packages 4 and 5.
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Topic: Task 2 – compare antivirus software programs	
Teacher Activity:	Talk about the task, illustrating the importance of comparisons.
Student Activity:	Students to complete task 2.
Support for Less Able Students:	Students could be asked to compare the two free packages.
Extension for More Able Students:	Students asked to investigate additional ‘What If?’ scenarios.

Topic: Task 3 – answering questions to solve a problem	
Teacher Activity:	Go over task 3, describing the task to the students.
Student Activity:	Students are asked to answer some questions on the settings of the computer and what they might do if problems occur.
Support for Less Able Students:	Students could be given clues to find the answer to each question.
Extension for More Able Students:	Students could be asked to write three more questions with answers on other computer settings.



Topic: Task 1 – identify components needed for a computer system

1. What if your friend is told that she can print homework at school?

In this case the student needs to understand that there might not be a need to buy a printer so she might decide to buy a netbook and save the rest of her money. Alternatively, as she wants to watch videos, she might decide to upgrade to the bigger monitor. There is not one correct solution; however, the student needs to be able to justify why they have gone for the package they chose.

2. What if she wants to take her computer away on holiday with her?

This would make the choice of a desktop computer much less suitable and would therefore realistically only put the netbook within budget. If a printer was required, there would be plenty of money left over to buy one.

Topic: Task 2 - compare antivirus software programs

1. What if your friend bought a laptop or netbook rather than a desktop PC so that she can take it with her when she goes out and use Wi-Fi hotspots to keep in contact with her friends?

The student needs to recognise that the information given about the Norton antivirus program states that it 'automatically secures your PC when connecting to public wireless hotspots'. This does not however mean that the other programs put the computer at risk in this situation and the student needs to show that they have realised this.

