PC Passport

Internet — Intermediate
Instructor's Guide (Macintosh)

Welcome

Welcome to the Internet Intermediate course. The Student Workbook for this course is designed to teach the topics required for the assessment of this Unit. The companion Exercise Booklet contains practical exercises that will reinforce the topics taught in the Workbook as well as Summary Tasks for each Learning Outcome. It is expected that the tutor leading the learner will supplement these materials with some practical assignments that are appropriate to their group.

This Instructor Guide explains the layout and use of these manuals and gives the answers to the questions and tasks included in the Exercise Booklet.

Contents

Using the Student Workbook

The workbook has been organised into the three Learning Outcomes for this Unit. Each of these 'sections' contains the topics to be covered along with references to the practical exercises that the learner should complete at specific points. At the end of the 'section' there is a reference to that Learning Outcome's *Summary Tasks*, which usually take the form of small projects, to help the learner consolidate what they've learned.

The references to the exercise booklet look like this:

Exercise 1.1

Now do Exercise 1.1 in the Exercise Booklet.

Summary Tasks

Now do the Learning Outcome 1 Summary Tasks in the Exercise Booklet.

Using the Exercise Booklet

The Exercise Booklet contains the practical sessions that the learners should undertake to consolidate their learning. Throughout each of the Learning Outcomes there are a number of exercises that will cover the topics most recently taught, and at the end of each Learning Outcome there is a Summary Tasks section. Here is a sample Summary Task from this Unit:

Task 2
Describe here the steps you would take to view the BBC main website and then save this page in the **Internet – Int 2** folder on your hard drive or network drive.

Exercise Files

Most of the practical exercises and Summary Tasks in the Student Exercise Booklet ask the learner to open specific files. These are available to download from SQA's website. For more information, please contact your SQA Co-ordinator. If possible, a copy of these files should be placed on the hard disk on the system the learner will use. However, the exercises instruct the learner to find out where these files have been placed if they do not have access to the hard drive.

Important Instructor Notes

Since Learning Outcome 3 includes the use of internet e-mail, chat rooms and newsgroups, it's important that the instructor reinforces the guidelines for safe use of the internet in a manner that is appropriate for their student group. A sample group of sites where you can find out about safety online is included in this Instructor Guide and a visit to the guidelines web page supplied by one provider is included in one of the built-in exercises in the Student Workbook.

Personal Information Considerations

Due to the real need for safety on the internet, it is recommended that each instructor creates a set of accounts for e-mail, chat and newsgroups that can be used by all students to complete the practical aspects of the course, although each provider's Terms and Conditions of use must be adhered to. Using standard accounts in this way will prevent learners having to supply their own personal information.

Details of messages that should be sent to these accounts in preparation for practical exercises in that part of the course are given in the section of this Instructor Guide entitled **Setting Up E-mail Messages**.

Chat Rooms and Newsgroups

Although the practical activities within the Student Workbook advise learners to visit chat rooms and newsgroups that relate to their interests, it's important that their use of these facilities, at least to begin with, especially in the case of younger and inexperienced users, is supervised to ensure that the rooms and groups they visit are safe and decent. An instructor may prefer to recommend rooms and groups based on their knowledge of the service that's being used.

Creating a Newsgroup

The instructor may also want to consider creating a newsgroup specifically for the course participants. The members of this group can be controlled by making it a moderated group where the instructor authorises the membership. Yahoo! is an example of a provider that allows this. The process is straightforward and the provider displays instructions at each stage in the process.

Additional Information

Setting up E-mail Messages

The following e-mails should be sent to the account that will be used by each student during Learning Outcome 3.

Subject	Agenda
Message	Please find attached the provisional agenda for next week's meeting. Any additions or changes to the Admin as soon as possible, no later than the end of the week. Regards, Admin Team
Attachment	The **Agenda** file stored in the **Internet – Int 2** folder (later filed into **\WorkStuff\Documents**).

Subject	Quarterly Meeting
Message	Please note that this meeting has been re-scheduled for next Monday at 11 am. Regards, Admin Team

Subject	Monthly Sales Sheet
Message	Hi, Could you let me have a copy of last month's Monthly Sales Sheet as soon as possible please? Thanks, John

Safety Online

Although most concern for safety online is directed at children's use of the internet, there are guidelines that adults should also follow. Most sites that offer chat and newsgroup facilities have a well-publicised safety feature, and there are sites dedicated to this topic. Some examples of these sites are listed below, however, this is not exhaustive list and there may be a specific site that you are recommended to use.

- ♦ **www.fkbko.co.uk**
  For kids by kids online' site that provides information about the use of the web, e-mail, chat rooms and mobile phones, incorporating safe use guidelines.

- ♦ **http://www.homeoffice.gov.uk/crimpol/crimreduc/internet/wiseuptothenet/**
  UK government site that provides documents to guide parents in keeping their children safe online.

- ♦ **www.safekids.com.**
  Has links to pages explaining what the risks are and what can be done to avoid them.

- ♦ **www.getnetwise.org**
  Has links to pages relating to kids' safety online as well as resources for protecting against unwanted e-mail, viruses and loss of personal information.

Answers to Written Exercises

Learning Outcome 1

Exercise 1.1

Question 1

Name	Description	Typical Storage Capacity
Tape Cartridge	Widely used by large organisations mainly for long-term storage of data. Their main use is backing up data in case of loss.	20 – 40 GB
CD-RW	A type of CD that's used with a special CD drive called a rewriter that allows you to delete files and add files in separate 'burnings'.	780 MB
Zip Disk	A Zip disk is like a floppy disk but is physically larger and can store more data, usually 100 MB to 750 MB currently, although you can buy disks with larger capacities. To use these disks you need a *zip drive* which these days you usually plug in to your computer	100 MB or 750 MB
Memory Stick	Memory sticks are a newer type of storage. These come in a variety of forms and the most common type is connected to your computer via the USB port, which means that on the newer versions of Mac OS, you simply plug them in and use them. Like floppy disks you can take files from one computer to another on a memory stick; however, they hold much more information.	32 – 512 MB

Exercise 1.2

Question 7

All 'documents' with the word 'sales' in their name that are stored in the Internet – Int 2 folder or one of its subfolders.	
First Quarter Sales Second Quarter Sales (both in the Spreadsheets folder in WorkStuff)	

Exercise 1.4

Question 1

a) An Internet Service Provider account; a communication link (modem, cable modem, ISDN line, ADSL), and a connection device (computer, mobile phone)

b) Internet Service Provider

c) Provides access to the internet

d) 56 kbps

e) kilobits per second — data transfer rates

Question 2

A router forwards signals across a network, deciding the path the signals will take from the original server to the destination server.

Question 3

A firewall can be either a software program or a hardware peripheral that prevents access to your computer system from outside sources, usually referred to as *hackers*. The firewall checks all incoming and outgoing information to see that it matches the security conditions that have been set, denying progress to any information that fails this check. In this way the information on your computer is kept safe and confidential.

Question 4

The web, e-mail, chat, newsgroups and file transfer.

Question 5

Immediate, so, for example, when using chat, the message you enter appears immediately on the screens of the other users involved in the chat session.

Question 6

Chat.

Learning Outcome 1 — Summary Tasks

Task 1

Description	Medium
Widely used by large organisations although, because of their low access speeds, they are mainly used for long-term storage of data. Their main use is backing up data in case of loss.	Tapes or tape cartridges
A newer type of storage. These come in a variety of forms and the most common type is connected to your computer via the USB port, which means that on the newer versions of Mac OS, you simply plug them in and use them.	Memory stick
Can hold the same amount of data as about 500 floppies, although this varies from manufacturer to manufacturer.	CD-ROM
A film, cinema quality sound and special features can all be stored on a single disk.	DVD

Task 2

1. Open Internet Explorer then type **www.itv.com** into the **Address** box.

2. Press **[ENTER]** to display this page.

3. Select the **File**, **Save As** menu option.

4. If necessary, navigate to the **Internet – Int 2** folder.

5. Type the name the page is to be saved under.

6. Click the **Save** button.

Task 3

There is no correct answer for this task.

Learning Outcome 2

Exercise 2.3

There are no written answers for this exercise, but the instructor may wish to check the organisation of the student's Favorites folder contains these folders and associated links:

Entertainment folder	**Revision** folder	**Days Out** folder
The Bill Real Radio	BBC Bitesize – Higher	National Galleries of Scotland Our Dynamic Earth

Learning Outcome 2 — Summary Tasks

Task 1

Given the nature of this task, all answers will vary depending on the time of day the task is undertaken and in some cases also whether the exercise is undertaken during British Summer Time. You may want to use the table below to record the time differences between the student's location in the UK and the other countries mentioned. You can find this information from the site the student use to answer the question (**www.worldtimeserver.com**).

Time where you are:	**Time in Argentina:**
Time in China:	**Time in Kenya:**
Time in Chihuahua (in Mexico):	**Time in Texas:**

Learning Outcome 3

Learning Outcome 3 — Summary Tasks

The information to be recorded in this task should have been added to the student's **Information** text file that they have stored in **LO3 Summary Task** in their **PersonalStuff** folder.