

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Standard Level**

Scheme of Work

5191

Information and Communications Technology (ICT)
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

Communication

This section of the Module is about using the Internet and email to gather and communicate information.

What is assessed in this section of the Module?

Use of email to:

- receive messages
- send messages and files using facilities such as reply, forward, copies, create new messages
- receive files as attachments and save them
- send files as attachments

Use of the Internet to:

- locate information on a specified website
- search for information
- download and save information

Tutor Preparation Required to Deliver this Module

You will need to:

- set up email addresses
- prepare email message to be sent to the students
- check connection to Hothouse-design website and location of files for download by candidates
- know what is on any specified website
- be aware of any Internet search results set for the students
- provide instructions showing what the students have to do

Underpinning Knowledge

How to:

- log-in to the email system
- save and attach files to messages
- log-in to the Internet
- locate specified websites
- search for specified information
- download and save files from a specified site

General Principles and Procedures

You should prepare your notes for this session to include information on use of the Internet. You may prepare documents identifying the procedure for log-in. This is also a good time to discuss the implications of security on the Internet, including giving personal details (such as bank details).

Candidates need to learn and to practise locating files from a variety of sources including saving attachments to email messages, finding and saving files from specified Internet sites. They should be able to identify .TXT and .CSV file formats and be able to import or load these into their preferred appropriate software package. Candidates should be aware that materials essential to later activities in the module must first be located and saved either as attached files to email messages or as files downloaded from an Internet site. They may practise locating files from a variety of network drive locations as well.

Document Production

This section of the Module is about using word processing facilities and preparing to incorporate output from other applications into an integrated document. The candidate will need to open a stored file and have available an image for placing as well as a file to insert into the document.

What is assessed in this section of the Module?

- setting up a page format
- top and left margins
- line length
- line spacing
- alignment (fully justified, left aligned and centred)
- control of text size
- page orientation (portrait and landscape)
- entering data
- loading stored data
- positioning an image
- cropping an image
- control of image size
- indenting text
- using bullet points
- presenting a table
- controlling page breaks and re-pagination
- importing files
- saving documents
- printing documents (draft and final)

Tutor Preparation Required to Deliver this Module

You will need:

- prepared files for the students to load and/or import. These should include the following file types:
 - word processing
 - documentation giving instructions and/or showing elements from different software applications combined in one document
 - prepared files should be attached to emails, located on an identified website(s), or in various locations on local network

Underpinning Knowledge

- purpose of different application types
- file management
- file naming conventions
- types of storage (networks, hard disk and floppy disks)
- loading stored data
- how to enter, insert, delete and move data
- control of alignment and text
- use of the spellchecker facility
- placing and manipulating images in a document

General Principles and Procedures

It is important that students understand the importance of security on computer systems. In preparation for this module you could cover the following topics:

- handling passwords to gain access to:
- the operating system
- applications
- data

This should include file management techniques including:

- creating, renaming, deleting and access to directories/folders
- browsing a directory or folder
- creation of different file types

Data Manipulation

This section of the Module is about using database facilities to manipulate data to solve problems.

What is assessed in this section of the Module?

- entering data
- loading stored data
- sorting data (alphabetical/numeric, ascending/descending)
- selecting data by specified criteria (AND/OR/NOT)
- using arithmetic operations / numeric functions to perform calculations
- saving data for use in text-based documents
- producing reports
- printing reports

Tutor Preparation Required to Deliver this Module

You will need:

- files prepared for the students to load and amend
- documentation showing the amendments the students have to make
- source documents from which the students will extract data for entry

The database files should be about 100 records with 5-8 fields, and should contain different types of data (numeric, alpha, date etc.).

The documents should identify the file structure and outline the exercises you wish the students to carry out on the database file.

Underpinning Knowledge

- how to open applications
- file management
- file naming conventions
- basic database functions (set up of structure, data entry, manipulation, preparation of output)
- loading stored data
- basic manipulation (sort and search data)
- control of formatting (integer, decimal places, column width and alignment)

General Principles and Procedures

You should prepare your notes for this session to include:

- selecting, opening, closing, saving, deleting files
- sizing, moving and scrolling windows.

Integration

For this section candidates will need to know how to import and place text, data files and graphics files into an existing document. They will already have demonstrated some of the skills in the Document Production assignment. Here they make final amendments to the document, integrating data extracted and saved in the Data Manipulation assignment. Finally they complete the Communications section by sending their work as a file attached to an email message.

Scheme of Work

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Communication				
Session Plan One				
<ul style="list-style-type: none"> the language and concepts used in electronic communication to read an email to receive a file 	1.1.1 1.4.1	<ul style="list-style-type: none"> examine sample messages (either online or hard copy) to understand language used open previously sent email messages transfer file attachments into storage, and open file attachments 	<ul style="list-style-type: none"> global email with individual addresses for each student prepared and sent email messages prepared and sent e-mail messages with file attachments in a variety of formats 	<ul style="list-style-type: none"> language includes, mail box, address book, address line, carbon copy, blind carbon copy, address, send, reply, forward, file attachments, browser, URL, search engine file attachment formats to include TXT, RTF, CSV, GIF, JPG and others commonly used within the centre
Session Plan Two				
<ul style="list-style-type: none"> to send an email to send a file 	1.2.1 1.3.1	<ul style="list-style-type: none"> send, reply and forward email messages to tutor, other students and globally send data as file attachments from previously stored files 	<ul style="list-style-type: none"> global email with individual addresses for each student email messages sent to students from which they can reply addresses to send mail to files held within storage areas prepared to be sent as attachments 	<ul style="list-style-type: none"> file attachment formats to include: <ul style="list-style-type: none"> TXT, RTF, CSV, GIF, JPG and others commonly used within the centre hint – keep the files to be sent relatively small but real or realistic documents

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Three				
<ul style="list-style-type: none"> to locate information from a website using a browser 	2.1.1	<ul style="list-style-type: none"> locate pre selected material from a website from a given URL discussion relating to data protection and copyright issues, both in general terms as well as those specific to your country/region 	<ul style="list-style-type: none"> Internet/Intranet access with a web browser prepared list of suitable URL's which have been carefully checked 	
Session Plan Four				
<ul style="list-style-type: none"> to locate information from a website using a search engine to download and save specified information 	2.2.1 2.3.1	<ul style="list-style-type: none"> locate information using different search engines discussion about filtering - depending upon the search engine and the complexity of its advanced search facilities download selected material from a website 	<ul style="list-style-type: none"> Internet/Intranet access with a web browser prepared search criteria which have been carefully checked Internet/Intranet access with a web browser prepared list of suitable URLs which have been carefully checked or carefully selected search criteria 	<ul style="list-style-type: none"> it is recommended that prior to the candidates attempting to sit the specimen paper that one of the search engines used is the Hothouse website search facility this activity can be from a given URL or through a search engine

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Document Production				
Session Plan Five				
<ul style="list-style-type: none"> • open text documents from a variety of formats • edit page format 	3.1.1 4.1.1 4.1.2 4.1.3 4.1.4 11.1.1	<ul style="list-style-type: none"> • load data from specified files from a variety of text based files in a range of locations • for each document organise the page format using given criteria for: <ul style="list-style-type: none"> - edit page size - edit page orientation - headers, footers and page numbers - change margin settings - save and print document/s 	<ul style="list-style-type: none"> • files located in a range of locations • different text based file types • a variety of small editing exercises with answers for each file opened 	<ul style="list-style-type: none"> • each of the documents in this activity could contain one or two exercises from the following activities to give each task a more realistic approach

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Six				
<ul style="list-style-type: none"> • insert/key in text and numbers into an existing document • edit fonts • import images into existing text documents • manipulate graphics images • text wrap around graphics 	3.2.1 3.3.1 3.3.2 3.4.1 5.5.1 11.1.1	<ul style="list-style-type: none"> • load an existing document and key in text and numbers to make changes or additions • edit the font and point sizes within these documents • insert graphics from a variety of sources • manipulate graphics images both within the text processor and within other packages • manipulate text by wrapping it around graphics images • save and print document/s 	<ul style="list-style-type: none"> • files located in a range of locations • selection of graphics found on websites which have been carefully selected • a variety of small editing exercises with answers 	<ul style="list-style-type: none"> • graphics sources should include the Internet, saved files, and where possible other digital sources like scanners, digital camera etc. • graphics type should include images, charts and tables • graphics should be moved, resized (whilst maintaining the aspect ratio) and cropped

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Seven				
<ul style="list-style-type: none"> • apply and adjust line spacing • apply and adjust text alignment • apply and adjust margin and tab stop settings 	4.1.5 4.1.6 5.1.1 11.1.1	<ul style="list-style-type: none"> • load existing prepared document/s and change line spacing using a variety of different spacings • load existing prepared document/s and change alignments • load existing prepared document/s and change margin and tab stop settings to obtain: <ul style="list-style-type: none"> – indented text – indented lists – indented paragraphs – hanging paragraphs – save and print document/s 	<ul style="list-style-type: none"> • prepared text documents suited to a range of alignments and line spacing • prepared text documents suited to setting and amending rulers, margins and tab stops 	<ul style="list-style-type: none"> • as a minimum: single, 1.5 times and double line spacing must be covered, others like 6 or 10 line spacing may be used to demonstrate title pages etc. • as a minimum, left aligned, right aligned, centre aligned and fully justified should be covered along with ruler and tab stop positions which determine the finished position of text on the page
Session Plan Eight				
<ul style="list-style-type: none"> • apply and remove bullets from a list 	5.1.1 5.2.1 11.1.1	<ul style="list-style-type: none"> • simple exercises entering lists, then applying bullets to the list. In subsequent exercises indent the bulleted list from the main paragraph by specified distances • save and print document/s 	<ul style="list-style-type: none"> • simple exercises to enter then bullet lists • sample text files where lists within the text need bulleting and indenting 	<ul style="list-style-type: none"> • this activity should provide reinforcement of margins, tab stops and indentation

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Nine				
<ul style="list-style-type: none"> • create tables • edit existing tables • insert page breaks 	5.3.1 5.4.1 11.1.1	<ul style="list-style-type: none"> • create tables within a document • insert rows and columns into an existing table • delete rows/columns from an existing table • discussion exercise on the use of page breaks • insert page breaks to ensure that tables do not cross pages • insert page breaks to ensure that no widows or orphans are left • save and print document/s 	<ul style="list-style-type: none"> • simple exercises to tables within existing documents from given data • sample text files containing tables with instructions to insert rows and columns (adding the data required) • sample text files containing tables with instructions to delete specified rows and columns • printed documents for discussion on insertion of page breaks • sample text files for the insertion of page breaks 	<ul style="list-style-type: none"> • for creation of the table start by specifying the number of rows and columns to be created

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Data Manipulation				
Session Plan Ten				
<ul style="list-style-type: none"> load existing file(s) and enter data determine appropriate data types for fields produce simple report 	6.1.1 6.2.1 7.1.1 9.1.1 11.1.2 11.1.3	<ul style="list-style-type: none"> develop a reasonably large set of data for candidates to manipulate, or provide a number of different data sets to reflect related topics in other areas of the curriculum or reflecting personal interests of the candidate encourage candidates to collect and organise data, related to documents in subject areas of their interest. Help them to set data extraction criteria to create lists that would be relevant for incorporation into own document 	<ul style="list-style-type: none"> set(s) of data in a retrievable format eg comma separated values the test data manipulation materials that follow in this guide 	<ul style="list-style-type: none"> preparation will include familiarisation with the database package that is going to be used in terms of: <ul style="list-style-type: none"> acquiring data i.e. locating and importing from CSV format checking field headings and data types for contents of fields entering or amending records selecting and sorting records locate and acquire data, importing a file into the database package. (locations will continue familiarisation from above of attached files, remote locations, own work areas) produce simple report(s) with calculation as appropriate to the data and specified requirements save and print files

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Eleven				
<ul style="list-style-type: none"> perform calculations on numeric data reorganise data to meet needs produce report(s) 	6.1.1 6.2.1 7.1.1 8.1.1 9.1.1 11.1.2 11.1.3	<ul style="list-style-type: none"> develop a reasonably large set of data for candidates to manipulate, or provide a number of different data sets to reflect related topics in other areas of the curriculum or reflecting personal interests of the candidate 	<ul style="list-style-type: none"> set(s) of data in a retrievable format e.g. comma separated values students' own saved files or the test data manipulation materials that follow in this guide 	<ul style="list-style-type: none"> developing skills from above materials e.g. Calculated field in a query runtime calculation(s) in report including any of the skills listed under 7.1 sorting data in a query or at runtime of report save and print files or send file(s) as attachments
Session Plan Twelve				
<ul style="list-style-type: none"> reorganise data by selecting subsets produce reports based on subsets of the data with calculations 	6.1.1 6.2.1 7.1.1 8.1.1 8.2.1 9.1.1 11.1.2 11.1.3	<ul style="list-style-type: none"> develop a reasonably large set of data for candidates to manipulate, or provide a number of different data sets to reflect related topics in other areas of the curriculum or reflecting personal interests of the candidate 	<ul style="list-style-type: none"> set(s) of data in a retrievable format e.g. comma separated values students' own saved files or the test data manipulation materials that follow in this guide 	<ul style="list-style-type: none"> developing skills from above materials with selection of appropriate subsets using a variety of the criteria skills specified in 8.2 produce report(s) based on subsets derived from queries, with section breaks and calculated fields as negotiated or specified in assignment materials save extracts of data as specified for later inclusion in a text based document

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Integration				
Session Plan Thirteen				
<ul style="list-style-type: none"> bringing together files to create an integrated document 	10.1.1	<ul style="list-style-type: none"> produce a document combining text, graphics, table(s) and imported data extracted from database and implementing a specified format and layout as above with either different materials or different specifications 	<ul style="list-style-type: none"> specified document, image file(s) and database file or the test integration materials that follow in this guide 	<ul style="list-style-type: none"> combine data into an integrated document check specification of and consistency of document format, layout and presentation present the document. Save and print or send as specified by instructions combine data into an integrated document check specification of and consistency of document format, layout and presentation present the document. Save and print or send as specified by instructions
Session Plan Fourteen				
<ul style="list-style-type: none"> All 	All	<ul style="list-style-type: none"> practice test 	<ul style="list-style-type: none"> example material from tutor guide (see below) if not used for practice in the activities above 	<ul style="list-style-type: none"> full communication skills, document production, database manipulation and extraction, integration and presentation of final product
<ul style="list-style-type: none"> Session Plan Fifteen 				
		<ul style="list-style-type: none"> practice test debrief session: discussion of tasks and answers 	<ul style="list-style-type: none"> marked printouts for each student prepared model answers for each task 	<ul style="list-style-type: none"> review special arrangements and procedures for test
Session Plan Sixteen				
<ul style="list-style-type: none"> undertake Module Assessment 		<ul style="list-style-type: none"> Module Assessment 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> needs extended session

Suggested Exercises for Optional Module

Communication

Exercise One

Possible activity for session plan two in the suggested scheme of work.

Discuss the language of electronic communication and the concepts of the Internet and email.

Examine prepared emails sent to the students (waiting in their Inbox). Prepared emails should be in a variety of styles – including written prose and note format.

Discuss sending emails to multiple users, speed of access and cost comparisons with other forms of global communications.

Read the emails, learn how to identify the sender and any attachments.

Practice moving file attachments from within the email to disc storage for later use.

Exercise Two

Possible activity for session plan two of the suggested scheme of work.

Prepare the following as a text document and copy this into each student's user area.

Your company carries out business with companies in a number of other countries. In order that your communication is carried out at the correct time of day in that country, it is advisable to know the time difference for such cities.

This table shows the time difference between London and the countries/cities shown:

COUNTRY	CITY	TIME
Australia	Sydney	+ 10
USA	New York	- 5
Japan	Tokyo	+ 9
Brazil	Rio de Janeiro	- 3
Portugal	Lisbon	+ 1
Pakistan	Islamabad	+ 5

Look up and complete the table for the difference between London and your (nearest) city.

Extract this information and send it to your tutor. The tutor's email address must be available.

Exercise Three

Possible activity for session plan two in the suggested scheme of work.

Using the file from exercise two, reply to your tutor that you have got the information about time differences and will be sending it as an attachment with your email.

Send the message to your tutor, making sure that you attach a copy of the document with the message.

Exercise Four

Possible activity for session plan three in the suggested scheme of work.

You work for Global Enterprises and are considering using Hothouse Design to produce some graphic design work. Enter the Hothouse website using the URL which is www.hothouse-design.co.uk and find information about Graphic Design. Copy this information and send this to your tutor.

When the exercise has been completed, a discussion about methods of solving this problem should prove useful. It is likely candidates will either Copy and Paste into the email editor, or save the information as a file attachment. The merits of both systems should be discussed. This would also give a good lead into discussion of data protection and copyright, both in general terms and relating to the moral and legal issues specific to your country/region.

Exercise Five

Possible activity for session plan three in the suggested scheme of work.

You work for Global Enterprises and need to find information on car hire. Search the Internet and find details of car hire companies on three different continents. Send brief details of your findings to your tutor, indicating with each piece of information the URL of the site where you found the information.

This exercise would be better adapted to information that is of interest to the students. An extension of this work would be for the students to extract text, graphics, tables, charts etc from websites but the source sites will need careful research and the search criteria will need careful checking.

This exercise could be given in a controlled situation with each student being asked to search for the same information using three different search engines. When the task has been completed discussion on the different data matches from the different search engines could take place.

Exercise Six

Could be used as part of a mini assessment.

- you should check your email for any new messages
- read the message with the subject: legislation (1.1.1)
- save the file attached to this message for later use (1.4.1)
- follow instructions in the message to locate further information (2.1.1)
- download and save the information for use later in the module (2.3.1)

Tutor preparation:

- the message will have the subject set as legislation
- the message will say that there is a file attached and identify it as DOCPROD.TXT
- the message will direct the candidate to the hothouse design website at <http://www.hothouse-design.co.uk> and specify a file to be found using search facilities. This will be a file used in another section of the core assignment, such as VIOLATE.CSV data file for use in the data handling part of the assignment
- candidates must be able to locate, access and save these files to be able to proceed with the assessment
- the candidate will complete the communication skills exercise by sending a reply, or forwarding the message to a specified recipient. The recipient will provide an auto response that the candidate can print as confirmation of sending the email. Later the candidate will send a copy of completed document as an attached file to a message confirming completion of the last part of the assignment (the integrated document)
- candidates should provide evidence of messages received by printing emails with header or transaction details

- save and print your document

Exercise Ten

Possible activity for session plan nine in the suggested scheme of work.

- open the word processor and prepare a new document
- add your name and the title Sales details for last week
- make this title centre aligned, bold and italic
- create the following table in the document:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Taipei	Hong Kong	Cairns	Sydney	Tokyo	Honolulu
\$12,000	\$7,700	\$0	\$42,000	\$17,000	\$3,200
Lee	Wong	Jennings	Richer	Wu	Schmidt
3 days	14 days		7 days	14 days	28 days

- make sure that row 1 is centre aligned, rows 2, 4 and 5 are left aligned and row 3 is right aligned
- save and print your document
- insert a new column before Monday which looks like this:

Day
Location
Sales
Contact
Time

- centre this column and make it italic
- delete the Sales row from the table
- save and print your document

Exercise Eleven

Possible activity for session plan thirteen in the suggested scheme of work.

- open the file DOCPROD.TXT (3.1.1)
- set the page size to A4 and the orientation to portrait (4.1.1 and 4.1.2)
- set the top and left margins to 2.5cms (4.1.4)
- make the right and left margins fully justified (4.1.6)
- insert page numbers at the foot of the page. These should start at number one and be printed from the first page. The page numbers should be aligned to the right (4.1.3)
- the font size should be set at 14 point
- set line spacing to 1.5
- key in the following text at the end of the document:

Password Violations
 Companies use on-going security procedures to check customers logging on to the system
 If a customer makes more than the permitted number of attempts to gain access to the system, then use of that id is suspended
 The customer is contacted for an explanation
 These customers need to be contacted for information concerning their password violations: (3.2.1)
- make these three points only listed under Password Violations bulleted style (5.2.1)

Companies use on-going security procedures to check customers logging on to the system
 If a customer makes more than the permitted number of attempts to gain access to the system, then use of that id is suspended

- The customer is contacted for an explanation
- place the file VIOLATE.CSV (which you downloaded and saved in exercise six) in the document to follow the above text you have just keyed in (5.3.1, 3.4.1 and 10.1.1)
- insert a page break before the sentence:
These customers need to be contacted for information concerning their password violations:
If necessary to keep the sentence with the following table (5.4.1)
- in the top right hand corner of the first page place the image USER.JPG
- resize the image to be 2 cms wide and appropriately set to height with scale ratio preserved
- the image should be placed to the right of the title and should be above the body text
- no text should be lost or hidden by the image
- save and print this version of the document (3.3.1, 3.3.2, 10.1.1 and 11.1.1)

Data Manipulation

Exercise Twelve

Possible activity for session plan ten in the suggested scheme of work.

- create a new database and import the file TESTSALE.CSV into the following fields:

FNAME	First name (text)
SNAME	Surname (Family name) (text)
AGE	Age of the salesperson (numeric - integer)
SEX	Gender of the salesperson (single character text field M or F)
COST	Cost of items sold (alphanumeric)
SOLD	Number of items sold during this period (numeric - integer)
- select all the people older than 30
- within your query add a calculated field called TOTAL which is the COST multiplied by SOLD
- produce a report based on this query which counts the number of people in the report, calculates the maximum, minimum and average cost
- sort this report in ascending order of age
- save the database and print this report

Exercise Thirteen

Possible activity for session plan eleven in the suggested scheme of work.

Using the database that you saved in exercise twelve:

- select all the products that cost £1.24 or £1.32
- sort this information in order of SNAME then FNAME
- produce a report on this data that has the title Products costing £1.24 or £1.32 grouped by age, and is grouped by AGE

Exercise Fourteen

Possible activity for session plan eleven in the suggested scheme of work.

- load the file USERLOG.CSV into your database package (6.1.1)
- the fields in the database are:

WEEK	Week number (numeric)
USER	Family name of User (text)
FIRST_NAME	Personal name of User (text)
TEL_EXT	Telephone number (numeric)
USER_ID	Identity number of User (alphanumeric)
ATTEMPTS	Number of failed attempts to log in (numeric)
OFFICE	Code for town where User based (text)

- locate the file VIOLATE.CSV and add the records to your existing database table
- you will need to add the WEEK number which is 36 for these new records
- you will also need to add information to the OFFICE field to identify the location of each added USER using the following information: (6.2.1)

USER	FIRST_NAME	OFFICE
White	Colin	BA
Williams	John	JO
French	Julie	CA
Anderson	Kate	BA
Currie	Andrew	PA
Hall	Jayne	PA
Lambert	Charles	CA

- select for WEEK 35 and 36 only, the FIRST_NAME, USER, TEL_EXT and OFFICE fields in this order and present the records sorted alphabetically by USER (8.2.1, 9.1.1 and 8.1.1)
- save so that it may be included in a text document at a later stage
- print this list (11.1.3 and 11.1.2)
- create a report which includes all the records. The report should be sorted by OFFICE and should calculate the following summaries:
 - Total failed log-ins for the period for all Users in the OFFICE
 - Average failed log-ins per week for each OFFICE
- the report should only display the fields: OFFICE, USER, USER_ID, WEEK and ATTEMPTS (8.1.1, 7.1.1 and 9.1.1)
- save and print this report (9.1.3 and 11.1.2)
- create a report which includes all the records. The report should be sorted by USER and should calculate the following summary:
 - Total failed log-ins for the period by the USER
- the report should only display the fields: USER, USER_ID, WEEK and ATTEMPTS
- the report title should be User Error Log (8.1.1, 7.1.1 and 9.1.1)
- save this report in a format that will enable you to integrate it into your text document
- print a copy of it (11.1.3 and 11.1.2)

Integration

Exercise 15

- open the document you saved in the exercise eleven (3.1.1)
- replace the text:
 - These customers need to be contacted for information concerning their password violations:
- with this text: (10.1.1)
 - Please telephone these users who made log-in errors in weeks 35 and 36. Here is a list of their names and numbers:
- indent this paragraph by 1.5 cms from the left margin of the text (5.1.1)
- replace the list of users in the table you placed in the document production section with the list of Users for weeks 35 and 36 showing names and telephone extensions that you saved in the Data Manipulation section (10.1.1)
- insert at the end of the document the report you generated in the Data Manipulation section entitled User Error Log (10.1.1)
- repaginate the document if necessary. Save and print the document (11.1.1)
- send a message to your tutor with the following subject:
 - IT Security Report
- the message text should be:
 - Here is the report as requested
- attach a copy of your report to the email message and send it (1.3.1)

- print a copy of the email showing transaction details (recipient, subject, text, date, attached file)