THE STRIVING

MUSLIM ACADEMY

Islamic and Academic Education

STAGE 5 · COMPUTING · CHOOSING AND COMBINING SOFTWARE

Choosing and combining software

Everything the questions ask about is taught on the page before them, so nobody has to know the computing beforehand.

WHAT IS INSIDE

- Choosing the tool for the job
- Putting two tools together
- Making something somebody else can use
- Go and do this
- How each one is worked

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3 topics · something to do at the end

Written for a parent teaching at home. No training assumed, and nothing else to buy.

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Putting two tools together

Read this first. Then answer the questions underneath.



Most real work uses more than one piece of software.

A chart made where the numbers live, then put into a document. A photograph taken on one device, trimmed on another, then sent. A sound recorded, cut, and added to a film.

The thing to get right is the order. Do each job in the tool that is best at it, and move the result on. Going backwards costs most of the time people lose: a picture shrunk before it was trimmed has to be done again.

1. What is the thing to get right?

Two words.

2. What should you do with each job?

The passage gives the rule.

3. WORK IT OUT Why does a picture shrunk before it was trimmed have to be done again?

What is lost by doing it in the wrong order?

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Making something somebody else can use

Read this first. Then answer the questions underneath.



Work that only makes sense to the person who made it is half finished.

Three things make the difference: headings, consistency, and labelling anything a reader could misread.

Headings let somebody find a part without reading all of it. Consistency means the same thing looks the same each time it appears. And a chart with no units on it is the commonest thing a reader misreads.The test is to put it away for a week and then read it as a stranger. Everything you have to remember rather than read is something missing from the page.

1. What three things make the difference?

Three are listed.

2. What is the test?

The last paragraph.

3. WORK IT OUT Why is anything you have to remember a sign of something missing?

What does a stranger bring to the page?

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How each one is worked

The answers to the **work it out** questions are model answers. A child who says something different and can show you where on the page it came from has done the work.



CHOOSING THE TOOL FOR THE JOB

1. What does software for numbers handle?

1. The passage says rows, columns and sums that change when the numbers do.
2. So that is the answer.

Answer: **Rows, columns and sums that change when the numbers do**

2. What does software for sound handle?

1. The passage says something for sound handles recording and cutting.
2. So that is the answer.

Answer: **Recording and cutting**

3. WORK IT OUT Why do people choose the wrong tool?

1. The passage says people reach for whatever they know.
2. What they know is not always what the job needs.
3. So they end up fighting the tool instead of doing the work.

Answer: **Because they reach for whatever they know rather than whatever fits**

PUTTING TWO TOOLS TOGETHER

1. What is the thing to get right?

1. The passage says the thing to get right is the order.
2. So that is the answer.

Answer: **The order**

2. What should you do with each job?

1. The passage says do each job in the tool that is best at it, and move the result on.
2. So that is the answer.

Answer: **Do each job in the tool that is best at it, and move the result on**

3. WORK IT OUT Why does a picture shrunk before it was trimmed have to be done again?

1. Shrinking makes the picture smaller and loses detail.
2. Trimming afterwards works on what is left, which is less than there was.
3. The passage gives it as the example of going backwards.

Answer: **Because shrinking throws away detail the trimming needed**

MAKING SOMETHING SOMEBODY ELSE CAN USE

1. What three things make the difference?

1. The passage says headings, consistency, and labelling anything a reader could misread.
2. So that is the answer.

Answer: **Headings, consistency, and labelling anything a reader could misread**

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SAMPLE PAGES

You have read a few pages. The pack is longer.

What you are holding is a short sample, taken from different parts of the pack so that you can see how a week is planned and what a child is actually asked to do, before you decide.

The complete pack, and the rest of the academic materials, are on our website: schemes of work for a parent teaching at home, and practice packs for the skills children get stuck on.

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Islamic and Academic Education

Members of the homeschool community do not buy these. If you have joined the community, the pack for the term you are working on is given to you at no cost.

Our Islamic Education classes are free. These packs are part of what pays the teachers who teach them.