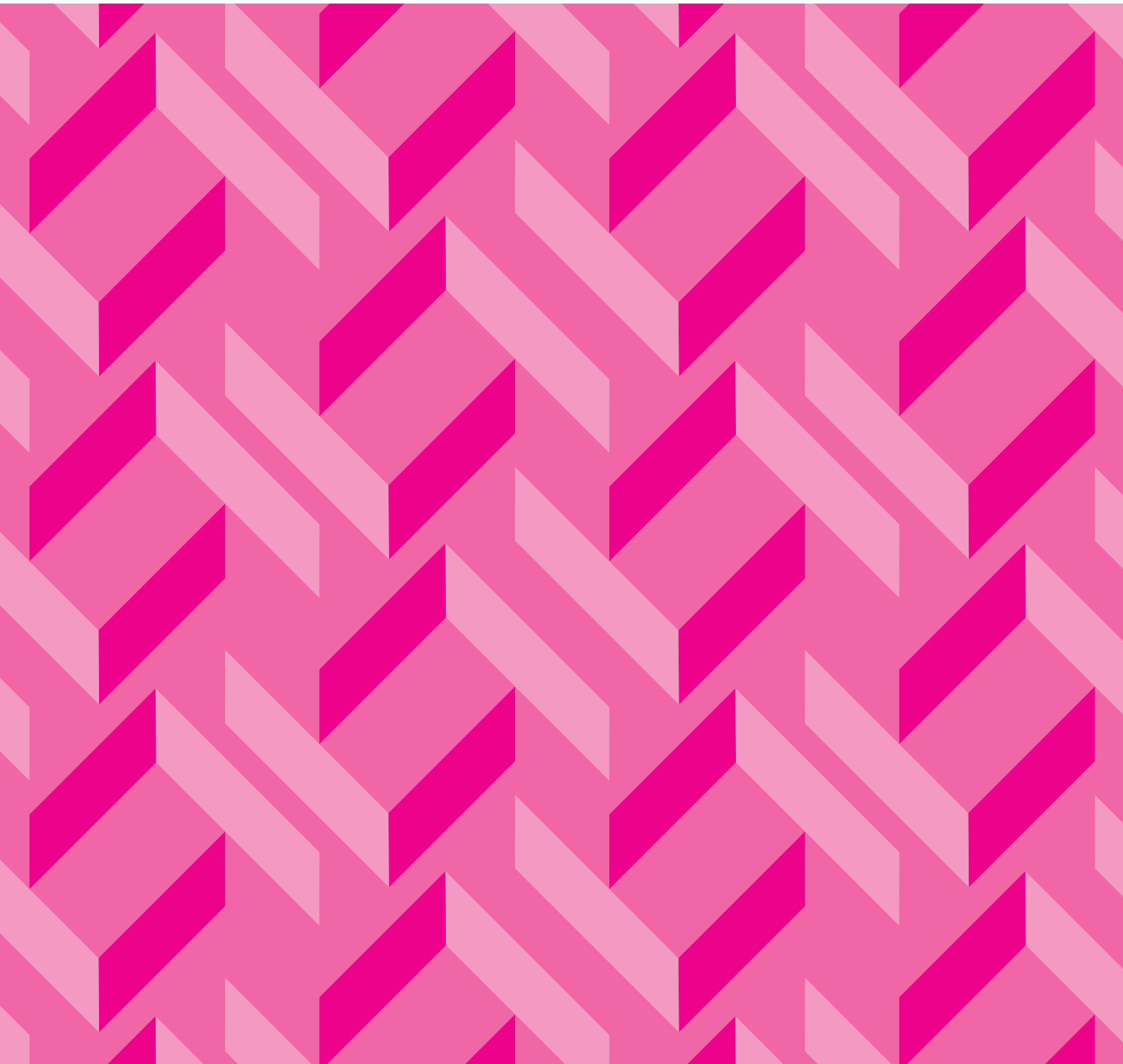




# **Entry Level Examinations from 2009**

Information Technology



# Contents

**ENTRY LEVEL CERTIFICATE  
INFORMATION & COMMUNICATION TECHNOLOGY  
For Examination from 2009**

	<b>Page</b>
<b>Summary of Assessment</b>	<b>2</b>
<b>1. Introduction</b>	<b>3</b>
<b>2. Aims and Objectives</b>	<b>6</b>
<b>3. Content</b>	<b>7</b>
<b>Unit 1</b> Presenting Information	7
<b>Unit 2</b> Information Handling	9
<b>Unit 3</b> Spreadsheet Modelling	11
<b>Unit 4</b> Use of the Internet	13
<b>Unit 5</b> Understanding the use of ICT	15
<b>4. Scheme of Assessment</b>	<b>17</b>
<b>5. Basic and Key Skills</b>	<b>21</b>
<b>6. Grade Descriptions</b>	<b>22</b>
<b>Appendices</b>	<b>23</b>
<b>Appendix 1</b> Specimen Assessment Sheets	
<b>Appendix 2</b> Template (optional) for evaluation section	
<b>Appendix 3</b> Controlled Tests 2009	

## ENTRY LEVEL ICT

SUBJECT ENTRY CODE	
Entry Level Information and Communication Technology	734

When making entries, the code listed should be prefixed with a '0' for English medium entries and with a 'W' for Welsh medium entries.

SUMMARY OF ASSESSMENT					
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>	<i>Unit 5</i>
<b><i>Unit Title</i></b>	Presenting Information	Information Handling	Spreadsheet Modelling	Use of the Internet	Understanding the use of ICT
<b><i>Outline</i></b>	*A practical component, either of the candidate's own choice or based on the <i>Presenting Information</i> controlled test.	*A practical component, either of the candidate's own choice or based on the <i>Information Handling</i> controlled test.	*A practical component, either of the candidate's own choice or based on the <i>Spreadsheet Modelling</i> controlled test.	*A practical component, either of the candidate's own choice or based on the <i>Use of the Internet</i> controlled test.	A one-hour written paper presented in the form of a question and answer booklet.
<b><i>Weighting</i></b>	20%	20%	20%	20%	20%
<b><i>Credits</i></b>	3 credits	3 credits	3 credits	3 credits	3 credits
<b><i>Assessment</i></b>	Internal	Internal	Internal	Internal	External

\* Each year the WJEC will set a context and task for candidates in each of the four units: *presenting information*; *information handling*; *spreadsheet modelling* and *use of the Internet*, which will enable candidates to undertake ICT activities in the form of a controlled test which matches the requirements of the assessment criteria. Candidates will be required to attempt controlled tests in **any two** of the four internally assessed units. Candidates may choose the theme and context for their work in the **remaining two** internally assessed units, i.e. those **not** submitted as controlled tests.

# **I** INTRODUCTION

## **1.1 Criteria**

This specification has been designed to meet the common criteria and those for Entry Level qualifications, as set out in the *Statutory Regulation of External Qualifications*, and to be consistent with the National Curriculum Order for Information and Communication Technology. The specification is also designed to meet the criteria for the award of credit within the Credit and Qualification Framework for Wales (CQFW).

Entry level is designed to credit positive achievement at an appropriate range of levels. While the qualification is open to all ages, in terms of Key Stage 4 the target group is defined as those who have not reached Level 3 of the National Curriculum at the end of Key Stage 3. Entry Level is also designed to motivate some relatively capable disengaged students whose attendance may be inconsistent, and to provide a stepping stone towards Levels 1 and 2 of the National Qualifications Framework.

Assessment for this qualification may be carried out through the medium of either English or Welsh. Assessment and awarding procedures are consistent with the Code of Practice for general qualifications, although this does not specifically cover Entry Level Certificates.

## **1.2 Rationale**

This specification is part of a suite of Entry Level Certificates in the core subjects (*English, Welsh, Mathematics, Information and Communication Technology and Science*) aiming to develop learning and assessment programmes that promote inclusion and retention, support the development of functional skills, and recognise partial achievement. These specifications share the following features:

- A structure of 4 or 5 units with clearly defined learning outcomes and assessment criteria for each unit
- 4 of these units (all 5 for Science, and with an option of all 5 for English) are based on internally assessed tasks (with conditions and task-setting defined where appropriate to meet regulatory criteria) allowing flexibility in the delivery of courses for the range of abilities and needs at Entry Level
- An externally assessed unit, with appropriate structure and support provided, giving a sense of formal recognition and focus that this form of assessment implies
- A value of 15 credits assigned to the qualification as a whole, with credit reported for each unit at Entry 1, Entry 2 and Entry 3 levels
- An aggregated award reported at Entry 1, Entry 2 and Entry 3 levels, based on weightings consistent with the credit value for each unit but with no 'hurdles' set for achievement in individual units

Credit is assigned to each unit on the basis that one credit typically represents 10 hours' total learning time for the student to achieve the stated learning outcomes. It is acknowledged that the notion of time taken by a learner 'on average' is particularly difficult at Entry Level. It should be emphasised therefore that credit values are not intended to be used as a guide to actual learning time in the large range of circumstances and settings that will apply: this is entirely a matter for centres themselves.

The specification has been designed to meet, where appropriate, the Programme of Study requirements for the National Curriculum at Key Stage 4. However, it recognises that the National Curriculum allows that material may be selected from earlier key stages where this is necessary to enable individual students to progress and demonstrate achievement. Where such material is used it is presented in contexts suitable to the student's age.

This specification in Information and Communication Technology provides an opportunity for candidates to identify and solve problems by designing and/or using information and communication systems in a wide range of contexts relating to their personal interests. It develops candidates' interdisciplinary skills and their capacity for imaginative thinking and creativity.

The specification uses a range of assessment techniques. In the final assessment, forty percent of the marks are based on coursework, and forty percent of the marks are based on controlled tests. The combination of these two techniques allows the candidate to demonstrate an appropriate variety of ICT skills in a range of contexts, and enables centres to respond positively to developments in ICT. The remaining twenty percent of the final assessment will be by a one-hour written examination.

It is accepted that the teacher will need to utilise a variety of strategies in order to provide appropriate support for individual pupils. Although a degree of self-directed study may be possible, it is anticipated that for the most part, a significant amount of teacher involvement will be necessary.

### **1.3 Prior Learning and Progression**

It is not expected that students will have been able to reveal any significant prior achievement or qualifications. The specification builds upon the programme of study for Information and Communication Technology in Key Stages 1, 2 and 3; it provides clear lines of progression to GCSE and allows use of assessment evidence for GCSE where appropriate.

### **1.4 Overlap and Restrictions on Entry**

This specification does not overlap with any other qualifications offered by WJEC at Entry Level, and there are no restrictions on entry.

It is recognised that a diverse range of educational needs is met by Entry Level qualifications, including poorly motivated students as well as those with various learning difficulties. For this reason, and to allow options to be kept during courses, assessment evidence may be used for both GCSE and Entry Level where appropriate – though clearly it must be assessed by the relevant criteria and standards for each.

## **1.5 Access and Equality of Opportunity**

One of the fundamental aims of Entry Level provision is to enable students with a very wide range of learning needs to have access to appropriately designed qualifications, which minimise the need to make further adjustments for the relatively large number of candidates who have particular requirements. Advice and guidance is provided to teachers on the appropriate degree of flexibility to be exercised in setting internally-assessed tasks and in providing support to enable more candidates to show their knowledge and skills.

In devising the specification and producing question papers the aims are:

- to be free from gender, ethnic or other discrimination and stereotyping
- to use content, resources and assessment materials that recognise the achievements and contributions of different groups
- to permit alternative learning and teaching approaches
- to use plain language and clear presentation

## **1.6 The spiritual, moral, social and cultural dimensions**

The specification provides a range of opportunities for developing students' awareness of spiritual, moral, social and cultural issues, and their understanding of sustainable development, health and safety considerations and European developments. Examples of these opportunities are: the use of the computer in the office, education and at home; impact on employment; working from home; use of the Internet; the Data Protection Act and computer crime.

## **1.7 Cwricwlwm Cymraeg**

The specification framework allows the use of the Welsh context for course designers in Wales to draw on local examples and priorities, thereby allowing development of the Cwricwlwm Cymraeg. Course designers outside Wales have the flexibility to draw on their own local examples and priorities in providing resources.

## 2

## AIMS AND OBJECTIVES

### 2.1 Aims

This specification aims to:

- develop the competence of candidates through the use of Information and Communication Technology to solve simple problems using appropriate techniques, hardware and software;
- develop the capability of candidates through the practical development of their own ICT systems for a variety of appropriate purposes;
- encourage candidates to gather, store, process and present information through activities in a range of contexts. It will also give candidates opportunities to develop a basic understanding of the wider applications and effects of ICT, with particular reference to the world of work.

### 2.2 Assessment Objectives

This ICT specification is designed to reflect (at an appropriate level) many of the assessment requirements specified in the Subject Criteria for GCSE ICT and to be consistent with the standards for functional skills at Entry Level.

The assessment objectives apply to the whole specification and are tested through learning outcomes and assessment criteria as detailed in each unit. Weightings for assessment objectives are given under 'Scheme of Assessment'. The order in which objectives are listed below does not imply any hierarchy or order of work.

*Candidates will be required to demonstrate their ability to:*

- AO1** apply their knowledge, skills and understanding in Information and Communication Technology to a range of situations;
- AO2** develop a basic understanding of the wider applications of Information and Communication Technology in the outside world;
- AO3** reflect on the way they and others use Information and Communication Technology;
- AO4** consider the social, legal, ethical and moral issues and security needs for data which surround the increasing use of Information and Communication Technology.

## 3

## CONTENT

The specification content is presented in a framework using the following aspects of ICT capability:

- Presenting Information
- Handling Information
- Spreadsheet Modelling
- Use of the Internet
- Understanding the use of ICT

The first four units are examined via the practical coursework and controlled tests. The final unit (*Understanding the use of ICT*) is assessed in the written paper.

### Unit 1 Presenting Information

**Overview:** This is a practical component in which candidates have the opportunity to submit work of their own choice, or work which is based on the *Presenting Information* controlled test shown in Appendix 3 (subject to the rules governing c/w and controlled test balance).

**Software requirements:** Word processing, DTP or Presentation Software.

**Outcome:** Any appropriate development/combination of document(s) produced using word processing and/or DTP software, or on-screen presentation(s) using presentation software such as PowerPoint. The outcome can be one document which covers all of the assessment criteria, or a number of smaller documents which together cover all of the assessment criteria.

**Presentation for assessment:** Annotated hard copies of documents produced using the above software, showing the development of an idea or theme. In the case of work developed as an on-screen presentation, hard copies should be submitted (e.g. using the 'handout' facility in PowerPoint, full size slides are not required.) The work may not be submitted electronically, via the Internet or on disc.

**Task:** *Using a word processing, DTP and/or Presentation package candidates should demonstrate that they can:*

- load and display a specified document from disc
- create a document of at least 50 words from a supplied proof
- obtain a printed copy of a specified document
- amend text to a supplied specification
- enhance a document by:
  - using different fonts/font sizes
  - using different line spacing
  - using text styles such as underlining, bold and italic
  - using justification such as centre, left, right, full
- copy and move blocks of text to a given specification
- produce a set of documents showing stages of development
- include tabular information in a document
- import a graphic into a document
- use a spellchecker to ensure there are no spelling mistakes in a document
- use a header and/or footer for titles/page numbers/document name as appropriate

- save documents using an appropriate naming convention
- list the benefits of using a word processing/DTP/presentation software package
- list the difficulties of using this software.

**Learning Outcomes:**

**Level 1**

Candidates are able to load and display a file. They can create a simple document within a structured context and save it with an appropriate name. They can, with close supervision, amend text and use different font styles and/or font sizes. They can also demonstrate the use of text styles such as bold or italic, along with at least two forms of justification. [7 marks]

**Level 2**

In addition to the above, candidates can copy and move blocks of text and import a graphic. They can, with supervision, use a spell-checker to help reduce errors in the document.

[12 marks]

**Level 3**

In addition to the above, candidates can work with tabular information and list some strengths/weaknesses of word processing/DTP or presentation software they have used.

[15 marks]

**Assessment Criteria:** Whether undertaken as a controlled test or work of the candidate's own choice, this unit is assessed by the teacher (and moderated by WJEC) using the following criteria.

	Criteria	Maximum Mark
P1	Create a document	1
P2	Amend text	1
P3	Different fonts / font sizes	1
P4	Different line spacing	1
P5	Text styles (underlining, bold, italic)	1
P6	Justification (centre, left, right, full)	1
P7	Copy and move blocks of text	2
P8	Documents showing development	2
P9	Tabular information	2
P10	Import a graphic	2
P11	Spellchecker / no spelling mistakes	1
P12	Header/footer for titles/page no/name	2
P13	Save documents using name	1
P14	List the good things about the software	1
P15	List the difficulties of using the software	1
	<b>TOTAL MARK FOR UNIT</b>	<b>20</b>

## Unit 2 Information Handling

**Overview:** This is a practical component in which candidates have the opportunity to submit work of their own choice, or work which is based on the *Information Handling* controlled test shown in Appendix 3 (subject to the rules governing c/w and controlled test balance).

**Software requirements:** Database / Information Handling Software.

**Outcome:** Any appropriate database (or a number of separate smaller databases) produced using the above software.

**Presentation for assessment:** Annotated hard copies of the database file(s) produced using the above software, showing the development of the database idea or theme. The work may not be submitted electronically, via the Internet or on disc.

**Task:** *Using appropriate database software candidates should demonstrate that they can:*

- load and display a specified database file
- create numeric fields
- create text fields
- enter a database with at least 10 records and four fields
- enter data accurately
- amend the database by:
  - inserting a new record
  - altering an existing record
  - deleting an existing record
  - inserting a new field
  - deleting an existing field
- retrieve a set of records satisfying a single criterion i.e. a simple search
- obtain a printed copy of a set of retrieved records
- sort a database file in order of a specified field
- retrieve a set of records satisfying a number of criteria i.e. a complex search
- save the database using an appropriate naming convention
- list the benefits of using an information handling software package
- list the difficulties of using this software.

### Learning Outcomes:

#### Level 1

Candidates are able to load and display a database. They are able to create numeric and text fields and enter data to create a database of around ten records, each with four fields. They can, with close supervision, enter data accurately. They can amend an existing record and save a database with an appropriate name. [7 marks]

#### Level 2

In addition to the above, candidates can carry out further amendments such as inserting a record/field and deleting a record/field. They can, with close supervision, carry out a simple search. [12 marks]

#### Level 3

In addition to the above, candidates can sort on a specified field and list some strengths/weaknesses of the data handling software they have used. [15 marks]

**Assessment Criteria:** Whether undertaken as a controlled test or work of the candidate's own choice, this unit is assessed by the teacher (and moderated by WJEC) using the following criteria.

	Criteria	Maximum Mark
H1	Create numeric fields	1
H2	Create text fields	1
H3	Enter database (10 records, 4 fields)	2
H4	Enter data accurately	1
H5	Amend by: inserting a new record	1
H6	altering an existing record	1
H7	deleting an existing record	1
H8	inserting a new field	1
H9	deleting an existing field	1
H10	Simple search	2
H11	Sort on specified field	2
H12	Complex search	3
H13	Save database using name	1
H14	List the good things about the software	1
H15	List the difficulties of using the software	1
	<b>TOTAL MARK FOR UNIT</b>	<b>20</b>

## Unit 3 Spreadsheet Modelling

**Overview:** This is a practical component in which candidates have the opportunity to submit work of their own choice, or work which is based on the *Spreadsheet Modelling* controlled test shown in Appendix 3 (subject to the rules governing c/w and controlled test balance).

**Software requirements:** Spreadsheet Software.

**Outcome:** Any appropriate spreadsheet (or a number of separate smaller spreadsheets) produced using the above software.

**Presentation for assessment:** Annotated hard copies of the spreadsheet file(s) produced using the above software, showing the development of the sheet idea or theme. The work may not be submitted electronically, via the Internet or on disc.

**Task:** *Using appropriate spreadsheet software candidates should demonstrate that they can:*

- load and display a specified spreadsheet file
- enter textual data
- enter numeric data
- enter data accurately
- edit textual data
- edit numeric data
- insert a row into an existing spreadsheet
- insert a column into an existing spreadsheet
- replicate data
- use a simple formula
- replicate a simple formula
- represent data in the form of a graph
- sort data by a specified column or row
- obtain a printed copy of a specified spreadsheet
- save the spreadsheet using an appropriate naming convention
- list the benefits of using a spreadsheet software package
- list the difficulties of using this software.

### Learning Outcomes:

#### Level 1

Candidates are able to load and display a spreadsheet. They are able to enter and edit textual and numeric data. They can use a simple formula and, with close supervision, enter data accurately. They can save a spreadsheet with an appropriate name. [7 marks]

#### Level 2

In addition to the above, candidates can carry out further amendments such as inserting a row and inserting a column into a spreadsheet. They can replicate data. [12 marks]

#### Level 3

In addition to the above, candidates can sort data by a specified row or column and list some strengths/weaknesses of the spreadsheet software they have used. [15 marks]

**Assessment Criteria:** Whether undertaken as a controlled test or work of the candidate's own choice, this unit is assessed by the teacher (and moderated by WJEC) using the following criteria.

	Criteria	Maximum Mark
S1	Enter textual data	1
S2	Enter numeric data	1
S3	Enter data accurately	1
S4	Edit textual data	1
S5	Edit numeric data	1
S6	Insert a row into a spreadsheet	2
S7	Insert a column into a spreadsheet	2
S8	Replicate data	1
S9	Use a simple formula	2
S10	Replicate a simple formula	1
S11	Represent data in a graph	2
S12	Sort data by specified column or row	2
S13	Save spreadsheet using name	1
S14	List the good things about the software	1
S15	List the difficulties of using the software	1
	<b>TOTAL MARK FOR UNIT</b>	<b>20</b>

## Unit 4 Use of the Internet

**Overview:** This is a practical component in which candidates have the opportunity to submit work of their own choice, or work which is based on the *Use of the Internet* controlled test shown in Appendix 3 (subject to the rules governing c/w and controlled test balance).

**Software requirements:** Internet access using an appropriate browser, a means of sending and receiving emails and any appropriate software capable of creating a simple web page.

**Outcome:** Evidence of the use of at least two search engines, the sending and receipt of emails (including attachments) and the production of a web page.

**Presentation for assessment:** Annotated hard copies of information found in web searches, email messages sent and received and a web page including text, graphics and simple animation. The work may not be submitted electronically, via the Internet or on disc.

**Task:** *Candidates should demonstrate that they can:*

- log onto a specified website
- use a search engine to search for information using more than one criterion
- change from one search engine to another
- show evidence of the results of searches
- send an e-mail message to one person
- send an e-mail message to a group of people
- send an email with an attachment
- open a received e-mail
- open an attachment received with an e-mail
- reply to / forward a received email
- create a web page including
  - use of text
  - use of graphics
  - use of animation
- test the created web page
- save downloaded information using an appropriate naming convention
- list the benefits of using the Internet
- list the difficulties or problems associated with using the Internet

### Learning Outcomes:

#### Level 1

Candidates are able to log onto a specified website and use a search engine to search on one criterion. They can save downloaded information using an appropriate name. Candidates are able to send an email to one person or a group and open a received email. [7 marks]

#### Level 2

In addition to the above, candidates use a search engine to search on more than one criterion and change search engines. Candidates can reply to, or forward, a received email. They can open a received attachment and send emails with attachments. [12 marks]

#### Level 3

In addition to the above, candidates can create a web page containing text and graphics and list some advantages/disadvantages of using the Internet. [15 marks]

**Assessment Criteria:** Whether undertaken as a controlled test or work of the candidate's own choice, this unit is assessed by the teacher (and moderated by WJEC) using the following criteria.

	Criteria	Maximum Mark
I1	Log onto a specified website	2
I2	Use a search engine (>1 criterion)	2
I3	Changing search engines	1
I4	Evidence of results of searches	2
I5	Send an email to one person	1
I6	to a group	1
I7	with an attachment	1
I8	Open a received email	1
I9	Open an attachment	1
I10	Reply to / forward a received email	1
I11	Create a web page use of text	1
I12	use of graphics	1
I13	use of animation	1
I14	Testing created web page	1
I15	Save downloaded info using name	1
I16	List the good things about the Internet	1
I17	List the difficulties of using the Internet	1
	<b>TOTAL MARK FOR UNIT</b>	<b>20</b>

## Unit 5 Understanding the use of ICT

**Overview:** Centres may approach the delivery of this unit in a number of ways appropriate to the needs of their candidates and available resources. Candidates will benefit from first-hand practical experience wherever possible, but some of the content may need to be delivered via theoretical study using text/web-based resources.

**Software requirements:** There are no specific requirements, but note possible use of the Internet above.

**Outcome:** Candidates take a one-hour written examination paper which, over time, will cover all of the content prescribed in this unit. The paper will be designed to enable candidates to demonstrate their knowledge and understanding of the use of ICT in business, home and community contexts. The paper is taken under examination conditions and is presented in the form of a question and answer booklet: no separate resources are necessary.

### Learning Outcomes:

#### Level 1

Candidates demonstrate a limited knowledge and understanding of a variety of basic concepts, terms and Information and Communication Technology skills identified in unit 5 of the specification. [Approximately 21 marks out of 60 in the examination paper]

#### Level 2

Candidates demonstrate a satisfactory knowledge and understanding of the basic concepts, terms and Information and Communication Technology skills identified in unit 5 of the specification. They are show evidence of how this knowledge could be applied in practical situations. [Approximately 36 marks out of 60 in the examination paper]

#### Level 3

Candidates demonstrate sound knowledge and understanding of the concepts, terms and Information and Communication Technology skills identified in unit 5 of the specification. Candidates show a good awareness of how this knowledge could be applied in practical situations. [Approximately 45 marks out of 60 in the examination paper]

**Content:** The CONTENT column below lists the essential knowledge and understanding associated with this unit: the AMPLIFICATION column expands upon this with notes for teachers delivering the specification.

#### CONTENT

Features, benefits and limitations of common software applications

A basic knowledge of the different hardware and software

#### AMPLIFICATION

*word processing, DTP, presentation software, databases, spreadsheets, e-mail and web applications (as evidenced in their controlled tests and coursework portfolio);*

*including printer, monitor, touch sensitive screen, mouse, disk drive, CD/DVD drive, keyboard, joystick, microphone, scanner, camera, robots, graphics packages, games and the software packages listed above;*

*Entry Level Information and Communication Technology 16*

The Data Protection Act	<i>understand the implications of the Data Protection Act to the individual and companies;</i>
The Internet	<i>services available including email, on-line banking, purchasing goods/services, chat lines, finding information;</i>
Applications of ICT	<i>understand the type of information required by large organisations such as banks, DVLA, utility companies, police;</i>
The role of the computer in the office environment	<i>to communicate handle and model information; networks – component parts and advantages of use;</i>
the retail industry/banking	<i>PoS, Barcodes, stock control, ATM, EFT (including advantages and disadvantages);</i>
education and home.	<i>the Internet, OMR for registration, entertainment (including advantages and disadvantages);</i>
Security	
the different types of computer crime	<i>hacking, copying software, blackmail, fraud;</i>
the ways in which data held on computer can be lost	<i>accidental loss – computer breakdown, disk failure, poor backup procedures, poor filing system;  malicious damage – hacking, sabotage, theft of hardware/software, viruses;</i>
the ways used to secure information on a computer system	<i>passwords, backups, physical locks, eye/fingerprint recognition, security guards, coding/encryption;</i>
the impact of ICT	<i>candidates should reflect on their own lives, and others, with respect to social, ethical and moral issues including: employment / unemployment; retraining; working from home; use of the Internet, downloading information / music / software, making illegal copies of software.</i>

## 4

**SCHEME OF ASSESSMENT**

<b>SUMMARY OF ASSESSMENT</b>					
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>	<i>Unit 5</i>
<i>Unit Title</i>	Presenting Information	Information Handling	Spreadsheet Modelling	Use of the Internet	Understanding the use of ICT
<i>Weighting</i>	20%	20%	20%	20%	20%
<i>Credits</i>	3 credits	3 credits	3 credits	3 credits	3 credits
<i>Assessment</i>	Internal	Internal	Internal	Internal	External

**4.1 Assessed components**

The scheme of assessment consists of:

- a **written examination**;
- **two controlled tests** involving any **two** of the four units 1 to 4
- a **coursework portfolio** made up of the remaining two units from 1 to 4.

**4.2 Weighting of assessment objectives**

The four assessment objectives for this specification are weighted as follows:

AO1 and AO2 together 80%

AO3 and AO4 together 20%

While it is likely that candidates will reflect on the way they and others use information and communication technology (AO3) and consider the wider implications of using information and communication technology (AO4) as they undertake their coursework and complete the controlled tests, the assessment of these units focuses mainly on assessment objectives AO1 and AO2. The terminal examination will include a range of questions to ensure that all four assessment objectives are addressed.

The weighting of the assessment objectives within the five units of the specification is as follows:

<i>Assessment Objectives</i>	<i>Presenting Information</i>	<i>Information Handling</i>	<i>Spreadsheet Modelling</i>	<i>Use of the Internet</i>	<i>Written Paper</i>	<i>Total</i>
AO1 & AO2	18	18	18	18	8	<b>80</b>
AO3 & AO4	2	2	2	2	12	<b>20</b>

### 4.3 Written Examination (20%)

The written examination (held in **March** each year) will consist of one written paper of one hour's duration set and marked by the WJEC. The paper will cover all four assessment objectives.

### 4.4 Controlled Tests (40%)

Each year the WJEC will set a context and task for candidates in each of the four units; *presenting information; information handling; spreadsheet modelling* and *use of the Internet*, which will enable candidates to undertake ICT activities which match the requirements of the assessment criteria shown on the specimen assessment sheets on pages 23 to 27. Candidates will be required to attempt controlled tests in **any two** of the four units listed above. An assessment sheet must be completed by the teacher and attached to each unit attempted during the controlled tests.

Each unit is marked out of a maximum of **twenty**, matching the twenty percent weighting set out in the summary of assessment at the front of this specification.

No time limit is set for the tests, but they must be completed by candidates under **supervised conditions**, which may be during normal lesson time. It is expected that the tests should provide some evidence of the candidate's ability to work independently; the assessment sheets have provision for the teacher/supervisor to note the extent of assistance given to individual candidates.

### 4.5 Coursework (40%)

The portfolio of coursework should demonstrate the candidate's best capabilities in the **two** units (selected from unit 1 to unit 4) **not** submitted as controlled tests.

The candidate should undertake tasks at the appropriate levels. Coursework activities should be designed so that candidates within the range of abilities targeted are presented with tasks which make reasonable demands of them and which assess identified statements of attainment.

The portfolio is assessed by the centre in accordance with the criteria presented on the specimen assessment sheets on pages 23 to 27. An assessment sheet must be completed and attached to each unit of the portfolio completed by each candidate.

The assessment sheets have space for annotation so that relevant observations by the teacher may be recorded for the moderator. The course is designed to be flexible to suit a broad range of candidates and to be delivered in imaginative ways in many different types of centre. It is important, however, that candidates' submissions address the assessment criteria and that the evidence provided for moderation clearly supports the centre's marking. The teacher's comments/annotation is a vital part of the submission, which helps ensure that candidates are appropriately credited for all they have achieved, in both the internal assessment and subsequent moderation by WJEC.

Each portfolio must contain sufficient evidence of work to demonstrate the standard the candidate has been working at.

Each unit is marked out of a maximum of **twenty**, matching the twenty percent weighting set out in the summary of assessment at the front of this specification.

## 4.6 Awarding and Reporting

Awarding and reporting will take place both at unit level and for the subject as a whole. Awards will take place in June and be reported to centres before the end of the summer term. Entries will be made for the subject as a whole (rather than for individual units) but will generate a transcript of unit credit as well as subject certification.

At unit level, the transcript will indicate the unit credit value at the level achieved - Entry 1, Entry 2 or Entry 3. This will be based on evidence of achievement of learning outcomes and application of assessment criteria as defined for each unit.

The subject award, again at Entry 1, Entry 2 or Entry 3, will derive from a straightforward aggregation of assessments for the units without any 'hurdles' requiring minimum performance in the each unit. The credit value for the subject (15 credits) will be indicated on the certificate.

The rationale for this combination of awarding and reporting methods is that at Entry Level, recognition of partial achievement through unit credit is an important source of encouragement for students whose progress, as described by the generic level descriptor for Entry 1, is on 'a continuum of early achievement'. Equally, the specification caters for relatively capable disengaged students whose attendance may be very inconsistent and whose overall subject award should reflect positive achievement wherever shown.

## 4.7 Standardising and Moderation

Centres are responsible for standardising assessments to ensure that a reliable rank order consistent with the assessment criteria for each unit is produced. Where more than one teacher is involved centres are advised to put in place arrangements such as comparison of assignments across teaching groups as well as referring to WJEC exemplar material.

Internal assessments in the controlled tests and coursework are subject to postal moderation to ensure consistency of standards across centres. In May a sample of work will be required from each centre entering candidates for that series of examinations. Selection for moderation is undertaken with reference to the formula shown in the table below.

Candidates should be placed in rank order, based on their overall mark for the coursework and controlled tests (out of 80), from the highest to the lowest. The highest scoring candidate's portfolio and a sample of others selected using the formula, should be presented for moderation.

No. of Candidates	Coursework to be submitted
Up to 5	All candidates' work
6 - 15	5, representing the mark range, including top and bottom marks (not zero)
16 - 29	8, representing the mark range, including top and bottom marks (not zero)
30 or more	10, representing the mark range, including top and bottom marks (not zero)

Where more than one teaching group is involved, the importance of internal standardising is emphasised. All teaching groups must be represented in the sample.

The marks awarded may be adjusted as a result of the moderation process but the rank order will not be affected unless it is judged that the order is clearly unreliable, in which case the moderator may ask the centre to extend the sample or to submit all candidates' work.

#### **4.8 Supervision and Authentication**

In entering candidates for this specification, the Head of Centre accepts an obligation to provide sufficient supervision to make it possible to ensure that the work on which assessment is based is that of the candidate concerned. Coversheets include a statement to be signed by both student and teacher that work is the student's own and that support and assistance provided are within the guidelines given in the specification.

Further guidance on procedures to be followed where malpractice is suspected is given in the JCQ booklet *Suspected Malpractice in Examinations: Policy and Procedures* which is available on the JCQ website.

#### **4.9 Access Arrangements and Special Consideration**

Details of access arrangements and special consideration provisions are contained in the JCQ (Joint Council for Qualifications) document *Access Arrangements and Special Consideration*. Copies of this document are available from WJEC and posted on the JCQ website.

Advice and guidance is provided to teachers on the appropriate degree of flexibility to be exercised in setting internally-assessed tasks and in providing support to enable candidates to show their knowledge and skills where possible without the need to make further adjustments.

#### **4.10 Enquiries about Results**

If a centre has concerns about results for an individual candidate or a group of candidates, the Head of Centre is advised to contact WJEC within 14 days of the publication of results stating the nature of the problem.

## 5

**BASIC and KEY SKILLS**

Basic and Key Skills underpin future success in independent learning and are central to successful employment. This specification offers opportunities to develop and generate portfolio evidence at Entry Level for either Adult Literacy or Adult Numeracy, specific examples being:

- Literacy (reading and writing) – Unit 1, Presenting Information
- Numeracy – Unit 3, Spreadsheet Modelling

The content, objectives and learning outcomes of this specification are consistent with the Entry 1, Entry 2 and Entry 3 standards for adult ICT skills. By way of example, the table below maps selected behaviours (as presented in the standards) against specific content in this Entry Level ICT specification.

<b>Using ICT systems</b>		
		<b>Specification content</b>
<i>Entry 1 standard</i>	Use ICT for a purpose...	<b>Unit 1</b> - obtain a printed copy of a document
<i>Entry 2 standard</i>	Use software applications for a purpose	<b>Unit 2</b> - carry out a simple search
<i>Entry 3 standard</i>	...open, close and use applications as appropriate	<b>Unit 4</b> - change from one search engine to another
<b>Finding and exchanging information</b>		
		<b>Specification content</b>
<i>Entry 1 standard</i>	Get simple information from an ICT based source	<b>Unit 3</b> - load and display a specified spreadsheet file
<i>Entry 2 standard</i>	Use ICT to communicate	<b>Unit 4</b> - send an email message / open a received email
<i>Entry 3 standard</i>	Use appropriate search techniques ... to find required information	<b>Unit 2</b> - retrieve a set of records satisfying a number of criteria
<b>Developing and presenting information</b>		
		<b>Specification content</b>
<i>Entry 1 standard</i>	Enter and edit simple information	<b>Unit 3</b> - enter textual and numeric information
<i>Entry 2 standard</i>	Check content and correct errors	<b>Unit 1</b> - use a spellchecker...
<i>Entry 3 standard</i>	Bring together information (e.g. image with text)...	<b>Unit 4</b> - create a web page containing text and graphics

# 6

## GRADE DESCRIPTIONS

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates at each grade for the subject as a whole. The subject award is based on an aggregation of marks across all five units. Shortcomings in some components may therefore be balanced by better performances elsewhere.

### Entry Level 1

Candidates demonstrate a limited knowledge and understanding of a variety of basic concepts, terms and Information and Communication Technology skills identified in the specification. Candidates show a limited ability to apply this knowledge. They use a limited range of skills in practical situations. They select and use a limited range of Information and Communication Technology applications.

Candidates require a great deal of support and guidance to plan and produce a limited portfolio of work.

It is expected that candidates will accumulate in the region of 35% of the available marks to achieve a pass at this level.

### Entry Level 2

Candidates demonstrate a satisfactory knowledge and understanding of the basic concepts, terms and Information and Communication Technology skills identified in the specification. Candidates are able to apply this knowledge in practical situations. They select and use appropriate Information and Communication Technology applications.

Candidates are able to plan and produce a portfolio of work with support and guidance.

It is expected that candidates will accumulate in the region of 60% of the available marks to achieve a pass at this level.

### Entry Level 3

Candidates demonstrate sound knowledge and understanding of the concepts, terms and Information and Communication Technology skills identified in the specification. Candidates show a good awareness of accuracy and application of knowledge in practical situations. They select and use appropriate Information and Communication Technology applications.

Candidates are able to plan and produce a portfolio of work without a great deal of support but with some guidance.

It is expected that candidates will accumulate in the region of 75% of the available marks and complete all elements of the examination to achieve a pass at this level.



**INFORMATION AND COMMUNICATION TECHNOLOGY**

**PRESENTING INFORMATION**

Name of Candidate: ..... Candidate's Number: .....

Name of Centre: ..... Centre Number: .....

Nature of Submission: *Controlled Test*  *Coursework*

	Presenting Information Criteria	Max Mark	Centre Mark	Comments
P1	Create a document	1		
P2	Amend text	1		
P3	Different fonts / font sizes	1		
P4	Different line spacing	1		
P5	Text styles (underlining, bold, italic)	1		
P6	Justification (centre, left, right, full)	1		
P7	Copy and move blocks of text	2		
P8	Documents showing development	2		
P9	Tabular information	2		
P10	Import a graphic	2		
P11	Spellchecker / no spelling mistakes	1		
P12	Header/footer for titles/page no/name	2		
P13	Save documents using name	1		
P14	List the good things about the software	1		
P15	List the difficulties of using the software	1		
	<b>TOTAL MARK</b>	<b>20</b>		<b>Please transfer total to ICT 1</b>

**Additional Comments**

**DECLARATION BY TEACHER**

I am satisfied that to the best of my knowledge the work produced is that of the candidate.

**Teacher's signature:** .....

**Date:** .....2009

**DECLARATION BY CANDIDATE**

I have produced the attached work without help, other than that which my teacher has explained is acceptable.

**Candidate's signature:** .....

**Date:** .....2009

WELSH JOINT EDUCATION COMMITTEE  
Entry Level

CYD-BWYLLGOR ADDYSG CYMRU  
Lefel Mynediad

## INFORMATION AND COMMUNICATION TECHNOLOGY

### INFORMATION HANDLING

Name of Candidate: ..... Candidate's Number: .....

Name of Centre: ..... Centre Number: .....

Nature of Submission: *Controlled Test*  *Coursework*

	Information Handling Criteria	Max Mark	Centre Mark	Comments
H1	Create numeric fields	1		
H2	Create text fields	1		
H3	Enter database (10 records, 4 fields)	2		
H4	Enter data accurately	1		
H5	Amend by: inserting a new record	1		
H6	altering an existing record	1		
H7	deleting an existing record	1		
H8	inserting a new field	1		
H9	deleting an existing field	1		
H10	Simple search	2		
H11	Sort on specified field	2		
H12	Complex search	3		
H13	Save database using name	1		
H14	List the good things about the software	1		
H15	List the difficulties of using the software	1		
	<b>TOTAL MARK</b>	<b>20</b>		<b>Please transfer total to ICT 1</b>

#### Additional Comments

DECLARATION BY TEACHER	DECLARATION BY CANDIDATE
<p>I am satisfied that to the best of my knowledge the work produced is that of the candidate.</p> <p>Teacher's signature: .....</p> <p>Date: .....2009</p>	<p>I have produced the attached work without help, other than that which my teacher has explained is acceptable.</p> <p>Candidate's signature: .....</p> <p>Date: .....2009</p>

**INFORMATION AND COMMUNICATION TECHNOLOGY**  
**SPREADSHEET MODELLING**

Name of Candidate: ..... Candidate's Number: .....

Name of Centre: ..... Centre Number: .....

Nature of Submission: *Controlled Test*  *Coursework*

	Spreadsheet Modelling Criteria	Max Mark	Centre Mark	Comments
S1	Enter textual data	1		
S2	Enter numeric data	1		
S3	Enter data accurately	1		
S4	Edit textual data	1		
S5	Edit numeric data	1		
S6	Insert a row into a spreadsheet	2		
S7	Insert a column into a spreadsheet	2		
S8	Replicate data	1		
S9	Use a simple formula	2		
S10	Replicate a simple formula	1		
S11	Represent data in a graph	2		
S12	Sort data by specified column or row	2		
S13	Save spreadsheet using name	1		
S14	List the good things about the software	1		
S15	List the difficulties of using the software	1		
	<b>TOTAL MARK</b>	<b>20</b>		<b>Please transfer total to ICT 1</b>

**Additional Comments**

**DECLARATION BY TEACHER**

I am satisfied that to the best of my knowledge the work produced is that of the candidate.

Teacher's signature: .....

Date: .....2009

**DECLARATION BY CANDIDATE**

I have produced the attached work without help, other than that which my teacher has explained is acceptable.

Candidate's signature: .....

Date: .....2009

WELSH JOINT EDUCATION COMMITTEE  
Entry Level

CYD-BWYLLGOR ADDYSG CYMRU  
Lefel Mynediad

**INFORMATION AND COMMUNICATION TECHNOLOGY**

**USE OF THE INTERNET**

Name of Candidate: ..... Candidate's Number: .....

Name of Centre: ..... Centre Number: .....

Nature of Submission: *Controlled Test*  *Coursework*

	Use of the Internet Criteria	Max Mark	Centre Mark	Comments
I1	Log onto a specified website	2		
I2	Use a search engine (>1 criterion)	2		
I3	Changing search engines	1		
I4	Evidence of results of searches	2		
I5	Send an email to one person	1		
I6	to a group	1		
I7	with an attachment	1		
I8	Open a received email	1		
I9	Open an attachment	1		
I10	Reply to / forward a received email	1		
I11	Create a web page use of text	1		
I12	use of graphics	1		
I13	use of animation	1		
I14	Testing created web page	1		
I15	Save downloaded info using name	1		
I16	List the good things about the Internet	1		
I17	List the difficulties of using the Internet	1		
	<b>TOTAL MARK</b>	<b>20</b>		<b>Please transfer total to ICT 1</b>

**Additional Comments**

**DECLARATION BY TEACHER**

I am satisfied that to the best of my knowledge the work produced is that of the candidate.

Teacher's signature: .....

Date: .....2009

**DECLARATION BY CANDIDATE**

I have produced the attached work without help, other than that which my teacher has explained is acceptable.

Candidate's signature: .....

Date: .....2009

**APPENDIX 2**

Optional template for use with evaluation section of each controlled test / coursework unit

**WELSH JOINT EDUCATION COMMITTEE**  
Entry Level

**CYD-BWYLLGOR ADDYSG CYMRU**  
Lefel Mynediad

**INFORMATION AND COMMUNICATION TECHNOLOGY**

Name of Candidate: ..... Candidate's Number: .....

Name of Centre: ..... Centre Number: .....

Controlled Test / Coursework title: .....

List the good things about the software you have used in this part of your course.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

List the difficulties of using this software to produce your work.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

### APPENDIX 3: CONTROLLED TESTS 2009

#### Information for Teachers

Four controlled tests (to be used in the 2009 submission) are presented on the following pages: one for each of the units

- Unit 1 Presenting Information
- Unit 2 Information Handling
- Unit 3 Spreadsheet Modelling
- Unit 4 Use of the Internet

As noted in Section 4, *Scheme of Assessment* (page 17), candidates submit (i) **two controlled tests** involving any **two** of the four units 1 to 4; (ii) **a coursework portfolio** made up of the remaining two units from.

It is important to note that the work submitted by candidates for the controlled tests is marked using, the assessment criteria shown on the specimen assessment sheets on pages 23 to 27. Within each unit, the same criteria apply, whether the work is submitted as a controlled test or the candidate's own choice. The published tests set a broad context for candidates' work: the supervising teacher should ensure that (as far as is appropriate for individual candidates) the work addresses all of the criteria for each element.

Controlled tests should be completed in the same conditions, and with the same degree of teacher support as the rest of the portfolio.

The following pages are designed to be accessible to candidates. Centres may copy and distribute to candidates at any time during the course.

**Entry Level ICT Controlled Test**

**PRESENTING INFORMATION**

Mrs. Thomas is the Headteacher of a primary school. She uses a typewriter to produce letters and draws posters using felt pens. A friend has told her about the advantages of using a computer. Mrs. Thomas is very interested in buying a computer and keen to start producing better quality documents.

Mrs. Thomas sends letters on the following topics:

- to parents informing them of special events;
- to new parents who wish to know about the school;
- to parents inviting them to talk to her about their children.

She also produces posters that:

- advertise her school in the town;
- tell parents of special events in the school.

**Create letters and posters or presentations that you feel would be of use to Mrs. Thomas.**

On the work you print out, show early drafts of your letters (including any mistakes) and how you have altered them.

You should try to use the following things in your letters/posters/presentations. You might like to tick the box alongside each task to help you check progress. There could be others that you may think of.

<input type="checkbox"/>	<b>bold</b>	<input type="checkbox"/>	<b>changing a font</b>	<input type="checkbox"/>	<b>changing line spacing</b>
<input type="checkbox"/>	<b>deleting</b>	<input type="checkbox"/>	<b>justifying</b>	<input type="checkbox"/>	<b>italics</b>
<input type="checkbox"/>	<b>centring</b>	<input type="checkbox"/>	<b>spellchecking</b>	<input type="checkbox"/>	<b>changing margins</b>
<input type="checkbox"/>	<b>indenting</b>	<input type="checkbox"/>	<b>underlining</b>	<input type="checkbox"/>	<b>page numbering</b>
<input type="checkbox"/>	<b>tabs</b>	<input type="checkbox"/>	<b>importing a graphic</b>	<input type="checkbox"/>	

***On all your printouts write down what they show, or what has changed.***

***Do not worry about having hand written notes on your work***

**Entry Level ICT Controlled Test****INFORMATION HANDLING**

Mrs. Thomas is the Headteacher of a primary school. She wishes to use a computer to keep records of all the pupils in her school. At the moment the staff have to write everything out on paper and then place the information into individual pupil files.

It takes a lot of time to find the information when staff require it. The computer system should be a lot quicker to find information and produce lists.

**Set up a database that you feel would be of use to Mrs. Thomas.**

You should try to use the following headings in your database.  
You might like to tick the box alongside each task to help you check progress.  
Perhaps you can think of some more information to go in the database.

<input type="checkbox"/>	<b>Reference Number</b>	<input type="checkbox"/>	<b>Name of Pupil</b>	<input type="checkbox"/>	<b>Date of Birth</b>
<input type="checkbox"/>	<b>Address</b>	<input type="checkbox"/>	<b>Telephone Number</b>	<input type="checkbox"/>	<b>Parent's Name</b>

After creating the database try to do all of the following.  
There could be others that you may think of.

**add a record**

**delete a record**

**alter a record**

**sort the records**

**add a new field**

**delete a field**

**printout everything**

**printout the information in one record**

**printout all the records for a particular group of pupils**

*On all your printouts write down what they show, or what has changed.*

*Do not worry about having hand written notes on your work*

**Entry Level ICT Controlled Test**

**SPREADSHEET MODELLING**

Mrs. Thomas is the Headteacher of a primary school. She would like to set up a spreadsheet to help work out the money that is coming in and going out of the school. She wishes to know if the school is spending its money correctly.

On the spreadsheet she could have the following information.

<b>OUTGOING</b>	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Wages				
Electricity				
Books				
ICT Equipment				
<b>TOTAL</b>				
<b>INCOME</b>				
From Authority				
Canteen Sales				
<b>TOTAL</b>				
<b>PROFIT/LOSS</b>				

There could be other cell headings that you think are useful.

**Create a spreadsheet that you feel would be of use to Mrs. Thomas.**

You should try to do the following things in your spreadsheet.  
 You might like to tick the box alongside each task to help you check progress.  
 There could be others that you may think of.

<input type="checkbox"/>	alter a cell	<input type="checkbox"/>	delete a row/column	<input type="checkbox"/>	add a row/column
<input type="checkbox"/>	use formulae	<input type="checkbox"/>	printout a forecast	<input type="checkbox"/>	sort data by column/row
<input type="checkbox"/>	illustrate some of the data with a graph				
<input type="checkbox"/>	printout all the formulae used				

***On all your printouts write down what they show, or what has changed.***

***Do not worry about having hand written notes on your work***

<b>Entry Level ICT Controlled Test</b>	
<b>USE OF THE INTERNET</b>	
Mrs. Thomas is the Headteacher of a primary school. She needs to use the Internet to help her run the school.	
Mrs. Thomas needs to: <ul style="list-style-type: none"> <li>• send e-mails to suppliers;</li> <li>• search for information on the Internet.</li> </ul>	
<b>Create email messages and search the web for information that you feel would be of use to Mrs. Thomas.</b>	
You should try to do the following things. You might like to tick the box alongside each task to help you check progress. There could be others that you may think of.	
<input type="checkbox"/>	<b>send an e-mail to one person</b>
<input type="checkbox"/>	<b>read an e-mail that has been sent to you</b>
<input type="checkbox"/>	<b>reply to an email that has been sent to you</b>
<input type="checkbox"/>	<b>send an e-mail to a group of people</b>
<input type="checkbox"/>	<b>log on to a web site</b>
<input type="checkbox"/>	<b>search for a topic and print out the results</b>
<input type="checkbox"/>	<b>change to a different search engine</b>
<input type="checkbox"/>	<b>create a web page for the school</b>
<b><i>On all your printouts write down what they show, or what has changed.</i></b>	
<b><i>Do not worry about having hand written notes on your work</i></b>	